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ABSTRACT

The status of desegregation in Maryland public postsecondary institutions is assessed in this midyear report for 1979. Chapter One discusses desegregation of the full-time work force of the state's higher education institutions. The data indicate that there exists a low proportion of black faculty in predominantly white schools. A faculty and administrator exchange program is recommended to alleviate this imbalance. In Chapter Two the major activities of the State Board for Higher Education in monitoring and implementing the State Desegregation Plan are discussed. The various programs implemented, monitoring techniques, and studies are examined. State fund expenditures and appropriations for FY 1980 for the implementation of the state's desegregation plan are discussed in Chapter Three. In Chapter Four midyear desegregation reports are provided for each Maryland public postsecondary institution. These reports include information on student composition, financial aid, employment composition, administrative coordination, student services, student retention, and recruitment efforts. Appended are other-race grant allocations; criteria/guidelines for other-race grant programs; minority/other-race internship assignments for 1978-79; summary of minority/other-race intern final reports; coordinators for other-race grant programs; and coordinators for minority/other-race internship programs. (SF)

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ED176693

EQUAL EDUCATIONAL OPPORTUNITY

FIFTH MIDYEAR DESEGREGATION STATUS REPORT

for Public Postsecondary Education Institutions in the STATE OF MARYLAND

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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JULY 1979

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September 6, 1979

The Honorable Harry Hughes
Governor
State of Maryland
Executive Department
Annapolis, Maryland 21401

Dear Governor Hughes:

I am pleased to forward to you the Fifth Midyear Desegregation Status Report on behalf of the State Board for Higher Education.

Dr. Knorr and I are available to discuss the Report at your earliest convenience.

With kindest regards,

Harry K. Wells
Harry K. Wells
Chairman

HKW/jlj

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Annapolis, Maryland
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FIFTH MIDYEAR DESEGREGATION STATUS REPORT

FOR Public Postsecondary Education Institutions

In the STATE OF MARYLAND

July 1979

State Board for Higher Education

TABLE OF CONTENTS

		Page
	STATE BOARD FOR HIGHER EDUCATION	ii
	TRANSMITTAL LETTER	iv
Chapter I	Other Race Full-Time Employees in the State's Public Higher Education Institutions	3
Chapter II	Summary of Desegregation Activities of the State Board for Higher Education, August, 1978 - July, 1979	15
	-Other Race Grant Program for Graduate and Professional School Students	15
	-Minority/Other Race Internship Program	16
	-Faculty and Administrator Exchange Program	17
	-Vacancy Listing of the Central Placement Bureau	18
	-Affirmative Action Repository	19
	-Academic Program and Facilities Review	19
	-Impact Statements: Facilities	21
	-Studies Being Completed	21
	-Relationships with Institutions and Segments	22
Chapter III	Funds Appropriated in FY 1980 for Implementation of the State's Desegregation Plan; Selected Comparative Data	25
Chapter IV	Midyear Desegregation Status Reports by Institution	43
	-Allegany Community College	45
	-Anne Arundel Community College	49
	-Catonsville Community College	55
	-Cecil Community College	59
	-Charles County Community College	61
	-Chesapeake College	63
	-Community College of Baltimore	65
	-Dundalk Community College	70
	-Essex Community College	74

Table of Contents (continued)

Page

Chapter IV

-Frederick Community College 78
-Garrett Community College 80
-Hagerstown Junior College 82
-Harford Community College 86
-Howard Community College 89
-Montgomery College 92
-Prince George's Community College 98
-Wor-Wic Tech Community College 103
-Bowie State College 105
-Coppin State College 113
-Frostburg State College 116
-Salisbury State College 121
-St. Mary's College of Maryland 126
-Towson State University 134
-University of Baltimore 139
-Morgan State University 147
-University of Maryland-Baltimore City 151
-University of Maryland-Baltimore County 204
-University of Maryland-College Park 217
-University of Maryland-Eastern Shore 240

List of Appendices 253

Chapter I

Other Race Full-Time Employees in the State's Public Higher Education Institutions

I. Introduction

As part of its continuing efforts to monitor the implementation of the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State, the Equal Educational Opportunity Division of the State Board for Higher Education completed an assessment of the desegregation of the full-time work-force of the State's public postsecondary institutions.

The Maryland Plan did not set specific numerical goals for other race employment. Rather, it stated that "...it is the objective of the State that special efforts be made to recruit and hire larger percentages of eligible minority persons into faculty and administrative positions... The goal is to have a representative number of other race faculty at each institution, based on instructional needs and availability of suitable candidates, defined within the concept of the role of that institution."

Three parameters limit other race employment in higher education at the administrative, faculty and professional level:

A. Availability

The effects of past history have resulted in a much smaller number of minorities with sufficent education to take their places as higher education faculty and administrators as compared with whites, not only in total numbers, but also in terms of percentage of their own race.

B. Stability

After the rapid growth period of the 1960's, higher education is experiencing little if any growth. A reduction in number of students is expected in the State in the early 1980's. In a period of no growth, few new employment opportunities are available. As this is a national problem, the usual turn-over rate of personnel moving on to other institutions has also decreased. The no growth situation is especially acute in the academic disciplines with traditionally high numbers of qualified blacks: Education and the Social Sciences. New retirement laws designed to eliminate age discrimination will also have the effect of limiting new opportunities for employment which might have been otherwise available to minorities.

C. Competition

The academic diciplines experiencing growth (i.e., Business and Engineering), are precisely the areas with traditionally small numbers of qualified blacks. A keen competition for the qualified blacks in these areas has ensued. This competition in higher education has been compounded by competition from the private sector, which generally is able to offer better remuneration.

It should be noted that these same variables are at play with respect to female employment in higher education. These three variables interact differently in different types of institutions. For example, the pool of blacks qualified for employment at the University of Maryland is, generally, the pool of recent doctorates. This is not necessarily the case with the community colleges. Further, for the last 5 years some institutions have experienced growth while others have experienced enrollment declines. Therefore, any definite analysis of other race employment in higher education should be conducted at the institution's level with historical data. This report has focussed in the statewide level. Two different HEGIS forms were used. Tables 1-3 are based on the E-1 form (Employees in Institutions of HIgher Education); this form includes all faculty. Tables 4-5 are based on the E-2 form (Faculty by Instructional Program); this form includes only instructional faculty. All data were collected during the Fall of 1978.

II. Full-Time Employees, Fall 1978

Table 1 shows the number of full-time employees of the State's public higher education institutions broken down by occupational category, by segment and by race. Some highlights of this table are:

A. While blacks make up 24.9% of the total full-time work force, they are 66.4% of the service/maintenance personnel and only 10.4% of the faculty and 11.8% of the non-faculty, non-administrator professionals. Three-quarters (75%) of the black employees are in the lower four occupational categories.

B. Almost twenty-three percent of the administrators in all institutions are black; that proportion, however, becomes 8% for the predominantly white institutions and 77% for the predominantly black ones.

C. In predominantly white schools, less than 4% of the faculty members and 9% of the professional staff are balck.

D. The faculty and professional staff of the predominantly black institutions are largely desegregated: only 58% of the faculty and a similar proportion of the professional staff are black.

III. Four-Year Change in Full-Time Employees, 1975-1978

Table 2 shows the change in the racial composition of full-time employees in selected categories: administrators, faculty and professisonals. To analyze this table, the "% change" columns should be compared. If the black "% change" is greater than the total "% change", it means that the proportion of blacks in 1978 was greater than the corresponding proportion for 1975. Some highlights of this table are:

A. Among predominantly black institutions, the administrative personnel became more black in 1978 than in 1974; there was no change in the racial composition of the faculty. The large drop in total number of professionals could have been produced by defective data collection.

B. Predominantly white institutions increased the number of black administrators by 6.2% and the number of black faculty by 19.8%. (vs. an increase of .5% for all administrators and 7.6% for all faculty.)

IV. Full-Time Faculty

Tables 3-5 present data on full-time faculty. Some highlights of these tables are:

A. Table 3 shows the number of full-time faculty by tenure status. One way of analyzing this table is to compare the percent of total faculty with tenure with the percent of black faculty with tenure. Ideally, they should be similar. Consistently, the proportion of black faculty which have tneure is smaller than the proportion of the total faculty which have tenure. (i.e., black faculty members are less likely to have tenure than other faculty members.) This pattern holds regardless of segment; more surprising, it holds for the predominantly black institutions as well.

B. Table 4 presents the number of full-time instructional faculty broken down by rank, by segment and by race. This table shows that, as the faculty rank increased from Instructor to Professor, the proportion of blacks decreases; this holds for the State Colleges and Universities and for the University of Maryland; it holds for the combined predominantly white institutions as well as for the predominantly black institutions.

C. Table 5 presents the distribution of the black full-time instructional faculty by HEGIS instructional programs by rank. As a reference, the distribution of all faculty by programs has been included. Almost 55% of the black faculty members in the State higher education institutions are found in Education, Social Sciences, Letters and Arts (vs. 37% of all faculty members).

V. Conclusions

While the faculty at predominantly black institutions is largely desegregated, and the predominantly white institutions have increased other race faculty and administrators, serious problems remain. Principal among these is the low proportion of black faculty in predominantly white schools. Given the limitations cited in the Introduction to this report, a greatly expanded Faculty and Administrator Exchange Program might be a most effective method to partially remediate the low number of black faculty in predominantly white schools. (See Chapter II of this report for an expanded discussion of the Faculty and Administrator Exchange Program.)

Table 1

Full-Time Employees by Occupational Category by Race

1978

		Executive/ Administrators/ Managerial	All Faculty	Teaching/ Research Assistants	Professional	Secretarial/ Clerical	Technical/ Paraprofessional	Skilled Crafts	Service/ Maintenance	All Full-Time Employees
Community Colleges	Total	349	1,805	18	196	950	398	95	561	4,372
	Black	31	82	3	29	114	53	17	236	565
	% Black	8.9%	4.5%	16.7%	14.8%	12.0%	13.3%	17.9%	42.1%	12.9%
State Colleges and Universities	Total	413	1,564	1	214	775	94	131	871	4,063
	Black	172	404	1	67	308	17	51	558	1,578
	% Black	41.6%	25.8%	100%	31.3%	39.7%	18.1%	38.9%	64.1%	38.8%
University of Maryland	Total	327	2,872	40	2,706	2,733	1,163	381	1,736	11,958
	Black	45	162	1	272	721	362	58	1,311	2,932
	% Black	13.8%	5.6%	2.5%	10.1%	26.4%	31.1%	15.2%	75.5%	24.5%
Predominantly Black Institutions	Total	232	785	16	156	447	78	71	370	2,155
	Black	179	454	4	90	339	40	53	335	1,494
	% Black	77.2%	57.8%	25.0%	57.7%	75.8%	51.3%	74.6%	90.5%	69.3%
Predominantly White Institutions	Total	857	5,456	43	2,960	4,011	1,577	536	2,798	18,238
	Black	69	194	1	278	804	392	73	1,770	3,581
	% Black	8.1%	3.6%	2.3%	9.4%	20.0%	24.9%	13.6%	63.3%	19.6%
All Institutions	Total	1,089	6,241	59	3,116	4,458	1,655	607	3,168	20,393
	Black	248	648	5	368	1,143	432	126	2,105	5,075
	% Black	22.8%	10.4%	8.5%	11.8%	25.6%	26.1%	20.8%	66.4%	24.9%

Table 2

Full-Time Employees by Race - Selected Occupational Categories

- 4-Year Change -

1975-1978

	Total			Black		
	1975	1978	% Change	1975	1978	% Change
Predominantly Black Institutions						
Executive/Administrative/Managerial	176	232	+ 31.8%	130	179	+ 37.7%
Fall Faculty	784	785	+ 0.1%	450	454	+ .1%
Professionals	212	156	- 26.4%	145	90	- 37.9%
Predominantly White Institutions						
Executive/Administrative/Managerial	853	857	+ 0.5%	65	69	+ 6.2%
All Faculty	5072	5456	+ 7.6%	162	194	+ 19.8%
Professionals	2519	2960	+ 17.5%	245	278	+ 13.5%
All Institutions						
Executive/Administrative/Managerial	1029	1089	+ 5.8%	195	248	+ 27.2%
All Faculty	5856	6241	+ 6.6%	612	648	+ 5.9%
Professionals	2731	3116	+ 14.1%	390	368	- 5.6%

Table 3

Full-Time Faculty by Tenure Status

- 1978 -

	Total Faculty		Black Faculty	
	N	%	N	%
Community Colleges				
Faculty with tenure	1,237	68.5	44	53.7
Faculty on track	417	23.1	32	39.0
Faculty without tenure	151	8.4	6	7.3
All faculty	1,805	100.0	82	100.0
State Colleges and Universities				
Faculty with tenure	992	63.4	239	59.2
Faculty on track	473	30.2	150	37.1
Faculty without tenure	99	6.3	15	3.7
All faculty	1,564	100.0	404	100.0
University of Maryland				
Faculty with tenure	1,434	49.9	49	30.2
Faculty on track	135	4.7	22	13.6
Faculty without tenure	1,303	45.4	91	56.2
All Faculty	2,872	100.0	162	100.0
Predominantly Black Institutions				
Faculty with tenure	504	64.2	260	57.3
Faculty on track	236	30.1	165	36.3
Faculty without tenure	45	5.7	29	6.4
All faculty	785	100.0	454	100.0
Predominantly White Institutions				
Faculty with tenure	3,159	57.9	72	37.1
Faculty on track	789	14.5	39	20.1
Faculty without tenure	1,508	27.6	83	42.8
All faculty	5,456	100.0	194	100.0
All Institutions				
Faculty with tenure	3,663	58.7	332	51.2
Faculty on track	1,025	16.4	204	31.5
Faculty without tenure	1,553	24.9	112	17.3
All faculty	6,241	100.0	648	100.0

Table 4

Full-Time Instructional Faculty by Rank

- 1978 -

	Professors			Associate Professors			Assistant Professors			Instructors			Lecturers			Undesignated Rank			TOTAL		
	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black
Community Colleges																					
Community College of Baltimore	41	3	(7.3)	46	10	(21.7)	49	17	(34.7)	23	10	(43.5)	-	-	-	-	-	-	159	40	(25.2)
Predominantly White Community Colleges	308	8	(2.6)	572	4	(.7)	431	16	(3.7)	195	5	(2.6)	29	2	(6.9)	45	1	(2,2)	1,580	36	(2.3)
All Community Colleges	349	11	(3.2)	619	14	(2.3)	480	33	(6.9)	218	15	(6.9)	29	2	(6.9)	45	1	(2.2)	1,739	76	(4.4)
State Colleges and Universities																					
Predominantly Black State Colleges and Universities	134	82	(61.2)	141	97	(68.8)	180	128	(71.1)	91	66	(72.5)	10	7	(70.0)	-	-	-	556	380	(68.3)
Predominantly White State Colleges and Universities	224	2	(.9)	258	6	(2.3)	340	11	(3.2)	163	6	(3.7)	25	0	-	-	-	-	1,010	25	(2.5)
All State Colleges and Universities	358	84	(23.5)	399	103	(25.8)	520	139	(26.7)	254	72	(28.3)	35	7	(20.0)	-	-	-	1,566	405	(25.9)
University of Maryland																					
UMES	5	4	(80.0)	10	4	(40.0)	31	12	(38.7)	8	5	(62.5)	18	10	(55.6)	-	-	-	72	35	(48.6)
Predominantly White Campuses	610	7	(1.1)	726	18	(2.5)	790	45	(5.7)	275	22	(8.0)	97	7	(7.2)	130	0	-	2,628	99	(3.8)
All Campuses	615	11	(1.8)	736	22	(3.0)	821	57	(6.9)	283	27	(9.5)	115	17	(14.8)	130	0	-	2,700	134	(5.0)
All Institutions																					
Predominantly Black Institutions	180	89	(49.4)	197	111	(56.3)	260	157	(60.4)	122	81	(66.4)	28	17	(60.7)	-	-	-	787	455	(57.8)
Predominantly White Institutions	1,142	17	(1.5)	1,556	28	(1.8)	1,561	72	(4.6)	633	33	(5.2)	151	9	(6.0)	175	1	(.6)	5,218	160	(3.1)
All Institutions	1,322	106	(8.0)	1,753	139	(7.9)	1,821	229	(12.6)	755	114	(15.1)	179	26	(14.5)	175	1	(.6)	6,005	615	(10.2)

Table 5

Full-Time Black Instructional Faculty by Rank by Discipline

- 1978 -

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total[1]		Reference[2]
	N	%	N	%	N	%	N	%	N	%	N	%	%
Agriculture & Natural Resources	1	.9%	0	-	0	-	0	-	1	3.8%	2	.3%	1.7%
Architecture & Environmental Design	0	-	2	1.4%	5	2.2%	0	-	0	-	7	1.1%	.4%
Area Studies	0	-	0	-	0	-	0	-	0	-	0	-	.2%
Biological Sciences	7	6.6%	6	4.3%	8	3.5%	1	.9%	1	3.8%	23	3.7%	5.5%
Business and Management	4	3.8%	7	5.0%	17	7.4%	13	11.4%	3	11.5%	44	7.2%	4.7%
Communications	1	.9%	2	1.4%	4	1.7%	1	.9%	1	3.8%	9	1.5%	.9%
Computer & Information Sciences	0	-	0	-	0	-	0	-	0	-	0	-	.9%
Education	25	23.6%	27	19.4%	46	20.1%	29	25.4%	5	19.2%	132	21.5%	10.6%
Engineering	0	-	0	-	0	-	0	-	0	-	0	-	2.1%
Fine and Applied Arts	9	8.5%	13	9.4%	21	9.2%	9	7.9%	2	7.7%	54	8.8%	6.1%
Foreign Languages	3	2.8%	0	-	4	1.7%	3	2.6%	0	-	10	1.6%	2.1%
Health Professions	4	3.8%	6	4.3%	19	8.3%	11	9.6%	1	3.8%	41	6.7%	12.8%
Home Economics	1	.9%	3	2.2%	2	.9%	3	2.6%	1	3.8%	10	1.6%	.9%
Law	0	-	1	.7%	3	1.3%	0	-	0	-	4	.7%	1.2%
Letters	16	15.1%	16	11.5%	23	10.0%	14	12.3%	1	3.8%	70	11.4%	9.5%
Library Sciences	0	-	1	.7%	0	-	0	-	1	3.8%	2	.3%	.4%
Mathematics	4	3.8%	4	2.9%	7	3.1%	7	6.1%	0	-	22	3.6%	5.2%
Military Sciences	0	-	0	-	0	-	0	-	0	-	0	-	-
Physical Sciences	4	3.8%	6	4.3%	3	1.3	0	-	2	7.7%	15	2.4%	7.3%
Psychology	3	2.8%	1	.7%	7	3.1%	2	1.8%	1	3.8%	14	2.3%	3.4%
Public Affairs and Services	0	-	9	6.5%	8	3.5%	5	4.4%	1	3.8%	23	3.7%	2.1%
Social Sciences	17	16.0%	24	17.3%	30	13.1%	3	2.6%	5	19.2%	79	12.9%	10.7%
Interdisciplinary Studies/Other	3	2.8%	3	2.2%	6	2.6%	2	1.8%	0	-	14	2.3%	2.7%
Business and Commerce Technology	0	-	2	1.4%	3	1.3%	1	.9%	0	-	6	1.0%	2.5%
Data Processing Technology	0	-	0	-	1	.4%	1	.9%	0	-	2	.3%	.4%
Health & Paramedical Technology	2	1.9%	1	.7%	8	3.5%	6	5.3%	0	-	17	2.8%	3.4%
Mechanical & Engineering Technology	0	-	1	.7%	2	.9%	0	-	0	-	4	.5%	1.0%
Natural Sciences Technology	0	-	0	-	0	-	0	-	0	-	0	-	.2%
Public Services Technology	2	1.9%	4	2.9%	2	.9%	3	2.6%	0	-	11	1.8%	.9
Total	106	100.0%	139	100.0%	229	100.0%	114	100.0%	26	100.0%	615	100.0%	100.0%

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[1] "Total" column includes "Undesignated" Rank faculty

[2] "Reference" column shows the distribution across discipline of all faculty.

Chapter II

Summary of Desegregation Activities of the State Board for Higher Education

August, 1978 - July, 1979

This chapter summarizes the major activities of the State Board for Higher Education in monitoring and implementing the State Desegregation Plan during the year.

I. Programs

A. Other Race Grant Program for Graduate and Professional School Students

The Division of Equal Educational Opportunity administers the Other Race Grant Program for Graduate and Professional School Students. This grant program is designed to increase the number of other race students in graduate programs and professional schools by providing funds for the direct educational costs incurred by students. Awards under this program are made by the institutions and the funds are distributed by the State Board for Higher Education.

Awards are made under a set of guidelines and criteria mutually agreeable to the State Board and the Institution. For FY 1979, $120,000 was appropriated for the Other Race Grant Program. The FY 78 and FY 79 allocations to the ten institutions participating are indicated in Appendix A.

During FY 1980, an eleventh school - University of Maryland-Eastern Shore - will participate in the program. There is a need to increase the amount of money available to this program in order to take care of the addition of another institution and to make larger grants to students. The guidelines and criteria used in the administration of the program can be found in Appendix B.

B. Minority/Other Race Internship Program

The goal of the Minority/Other Race Internship Program is to expand the pool of experienced minority/other race candidates who can be employed in institutions of higher education. During FY 1979 fourteen interns from graduate programs in public institutions were placed in faculty and/or administrative internships in another institution.

The majority of the interns worked from July 5, 1978 to June 30, 1979 and were paid a salary of $11,000, unless they worked for a shorter period, which then decreased the salary received. The interns participated in a wide variety of activities under the supervision of their campus mentors. Their assignments covered a variety of fields and disciplines. Further information concerning the internship program is given in Appendices C and D.

As mentioned above, the goal of the internship program is to increase the number of minority candidates who can be employed. However, the diminution of employment opportunities has resulted in a paucity of interns actually being employed by a Maryland institution. Perhaps one corrective might be to assign an intern to an institution on the condition that it agrees to hire the person full-time upon completion of the internship, provided the experience was successful. It may be difficult to get the institution to agree to this stipulation because faculty positions in some areas are being decreased as a result of declines in enrollment.

Another alternative that has been suggested is to change the nature of the program. Since the goal is to increase the minority and other race presence, it has been suggested that the money be used to supplement the salary of a minority/other race faculty appointee for the first year with the understanding that the institution would "pick up" the combined salary the following fiscal year.

Neither of these alternatives may be feasible; however, it is clear that the internship program is not achieving the purpose for which it was originally designed. Therefore, the Division of Equal Educational Opportunity needs to develop other means to increase minority and other race representation on the predominantly white campuses of the State's public collegiate institutions.

C. Faculty and Administrator Exchange Program

The Faculty and Administrator Exchange Program was designed to facilitate the exchange of other race faculty and/or administrators between the public institutions of higher education in the state. The program provides for the exchange to be arranged for one semester or one year and for persons participating to receive $500 per semester, plus additional expenses for travel. It is also possible for a faculty or administrator to participate on a part-time basis in which case the stipend would be $200/course plus reimbursement for travel costs.

The Faculty and Administrator Exchange Program has not been successful as it is presently designed. During the FY 1979 year no exchanges were made; subsequently, no funds were allocated for the program in FY 1980.

The Division believes the program has potential and should be revived. Representatives from the institutions have indicated that the low level of faculty response is due to the lack of attractive monetary provisions. The Division has requested additional funds for the Exchange Program for FY 1981 which would enable it to offer stipends of $2,000 per year, plus travel.

The data presented in Chapter I indicates that the State's public institutions need to improve their record of employing and retaining minority and other race faculty members and administrators. While the integration of student population has been fairly successful, the integration of non-white faculty and administrators into the work force of the predominantly white public institutions has lagged considerably. It is ironic that this lag occurs when the need for new faculty and additional administrators is not as prominent as it was in earlier years. Also, the new Federal provisions affecting retirement age will undoubtedly affect the hiring of minorities and women. Nevertheless, the equity and affirmative action issues remain.

In the 1980 Fiscal Year the Division will submit for consideration some proposals for increasing the number of minority and other race faculty and administrators in Maryland institutions. An appropriate starting place for this initiative is the Maryland Plan for Desegregation which says, in part:

> The State believes that the racial distribution of faculty and administrators among its public higher education institutions is a Statewide issue and directs the Maryland Council for Higher Education* to draw up guidelines for facilitating voluntary, inter-system faculty and administrative exchange programs, for the establishment of timetables for program implementation, and for proposing the necessary financial incentives to be provided by the State to accomplish the goal of increased "other-race" campus presence and to insure program effectiveness.
>
> Although under some circumstances faculty and administrative exchange may continue to be a good educational practice, it is expected that it will not be necessary just simply for improving racial balance of faculty and administrators wnen regular practices are properly implemented.

D. Vacancy Listing of the Central Placement Bureau

Since its inception, the Central Placement Bureau was designed to disseminate knowledge about available positions in Maryland institutions. Two publications were issued regularly. A Candidate Listing provided information on persons who were available and seeking employment. The second publication, a Vacancy Listing, announced positions which the institutions desired to fill.

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*Now the State Board for Higher Education

A study of the usefulness of the Candidate LIsting resulted in its discontinuance because few persons were being employed through this means. In the meantime, the Division continued to publish the Vacancy Listing. Preliminary "feedback" from the institutions suggests that this publication may not be effective. During the incoming fiscal year, a decision will be made about the continuation of the Vacancy Listing.

II. Monitoring

A. Affirmative Action Repository

The State Board has established a repository of affirmative action plans filed by the institutions. The repository has recently been updated by the addition of new or revised institutional affirmative action plans.

B. Academic Program and Facilities Review

In accordance with the State Desegregation Plan, the Division evaluates the impact statements required from institutions which propose new academic programs and/or request new facilities or major alterations in excess of $50,000. All such requests must be reviewed by the Division to ascertain their potential for impact on the desegregation efforts of the State.

During the current review period, the Division has considered the following academic programs from the institutions noted:

Institution	Program Area	Degree	Implementation
July			
Charles County Community College	Establishment of Satellite Center in St. Mary's County to offer Vocational-Technical Programs	Certificate A.A.	Fall, 1978
August			
UMES	Environmental Science	B.S.	Fall, 1978
UMES	Elementary/Special Education	B.S.	Fall, 1978
UMES	Guidance and Counseling	M.Ed.	Fall, 1978
September			
UMES	Construction Management/Tech.	B. in CM/T	Fall, 1979
UMES	Hotel & Restaurant Management	B.S.	Fall, 1979
UMES	Poultry Technology & Management	B.S.	Fall, 1979
University of Maryland (All campuses and CEES)	Marine-Estuarine-Environmental Sciences	M.S., Ph.D.	Spring, 1979
October			
Salisbury	Philosophy	B.A.	Spring, 1979
Morgan	Built Environment Professions		Spring, 1979
	-Landscape Architectures	MLA	
	-Urban Design	M.Arch UD	
	-City and Regional Planning	MCRD	
	-Architecture	M.ARCH	
November			
Essex Community College	Respiratory Therapy Technology	Certificate	Spring, 1979
December			
Chesapeake College	Establishment of a Satellite Center, Cambridge, Maryland	Courses Only	Spring, 1979
Frostburg State College	Modern Humanities	M.A.	Spring, 1979
UMAB	Nursing	Ph.D.	Fall, 1979
UMCP	Public Communication	Ph.D.	Fall, 1979
February			
Frostburg	Accounting (Redesignation)	B.A., B.S.	Fall, 1979
March			
Allegany Community	Law Enforcement	A.A.	Fall, 1979
Anne Arundel Community	Business Management	A.A.	Fall, 1979
Catonsville Community	Civil Engineering Technology	A.A.	Fall, 1979
Howard Community College	Wholesale and Physical Distribution	A.A.	Fall, 1979
May			
Morgan State University	Urban Educational Leadership	Ed.D.	Fall, 1979
Bowie State College	Public Administration	B.S.	Fall, 1979

The Division is interested in improving the quality of information submitted by the institutions in the desegregation impact statements. Consequently, a revision of the Impact Statement for Academic Programs has been presented to the Administrative Council for discussion. When the new statement is approved, it will supersede the present statement.

C. Impact Statements: Facilities

During the current year, the Division reviewed and approved the desegregation impact statements submitted for the following facilities:

UMCEES - Conversion of Building #377 into short term Student Housing
UMAB - Conversion, School of Law Building
UMBC - Addition to Central Heating and Cooling Plant
UMCP - Central Animal Resources Facility
UMCP - Addition to Energy Research Building
UMAB - Restoration, Davidge Hall
Harford Community College - Alteration of Vocational-Technical Center

III. Studies

A. Studies Being Completed

In cooperation with the Division of Academic and Financial Planning, the Division has been engaged in a study of remedial/developmental programs in the State. This study was undertaken for the purpose of gathering baseline data on developmental activities and to assess the effectiveness of present programs in achieving their objectives.

A second study underway is an identification of variables associated with the choice of majors by college students. If the critical variables influential in determining a student's major can be identified, useful information and insight can be provided for counselors and guidance personnel.

A third study, nearing completion, is a study on the retention of students in the colleges and universities. Since equal educational opportunity embodies the concepts of access, distribution and persistence, it is important to know how well institutions are retaining students once they are admitted and what means can be used to increase the retention of minority and other race students at all levels of instruction.

B. Relationships with Institutions and Segments

The work of the Division is greatly facilitated by the assistance made available by institutional and segmental representatives.

The Other Race Grant Program is administered through the institutional coordinators who provide advice and evaluation. The Internship Program, likewise, involves institutional coordinators who serve as liaison agents between the State Board for Higher Education and the students who apply for placement.

A listing of the coordinators for these two programs is found in Appendix E.

CHAPTER III

Funds Appropriated in FY 1980 for Implementation of the State's Desegregation Plan

Expenditures which were directly attributable to desegregation activities were $4,779,938 in FY 1978 (See Table I). The FY 1979 appropriation for desegregation activities is $5,313,361 (See Table II) and the FY 1980 appropriation is $6,008,971 (See Table III). In addition to the direct expenditures for desegregation activities, there are major additional expenditures which indirectly support the desegregation activities at the various institutions; these will not be discussed as it is difficult to accurately quantify them. State funds appropriated for desegregation in FY 1979 are 11.2 percent greater than the FY 1978 expenditures and the FY 1980 appropriation for desegregation is 13.1 percent greater than the FY 1979 appropriation (See Table IV). Desegregation activities have been receiving an increasing share of the State funds appropriated to higher education between FY 1978 and FY 1980. Desegregation expenditures accounted for 2.90 percent of the State funds expended by higher education in FY 1978 and FY 1979 2.92 percent of the FY 1980 appropriation.

The desegregation funds are used for a broad array of activities. Other Race Grants, Faculty and Administrator Exchange Program and Minority/Other Race Internships comprise the major desegregation expenditures on grant and stipend programs. Study skill centers as well as other developmental and remedial programs are supported by desegregation funds. In addition, a wide variety of personnel at the institutions are also supported by desegregation funds; counselors, recruitment officers, special program directors and integration coordinators.

State Board for Higher Education

The State Board for Higher Education has authority for administering the Maryland Desegregation Plan for higher education. The FY 1978 Expenditures for desegregation were $429,774 compared with appropriations of $507,522 in FY 1979 and $490,999 in FY 1980. Desegregation expenditures account for about 5 percent of the State Board for Higher Education's State fund expenditures. Desegregation expenditures at the State Board for Higher Education increased 18.09 percent between FY 1978 and FY 1979, and the FY 1980 appropriation is 3.26 percent less than the FY 1979 appropriation. The decrease in expenditures for desegregation is the result of a temporary cut-back in the internship program. In FY 1980, the State Board for Higher Education expects to spend $150,000 for the Minority/Other Race Internship Program and $180,000 for Other Race Grants for Graduate and Professional School Students. The State Board for Higher Education will be unable to fund its Faculty and Administrator Exchange Program in FY 1980 because of insufficient resources. In order to promote desegregation in higher education, the State Board for Higher Education runs a Central Placement Bureau for job openings.

In addition to funding Statewide desegregation programs, the State Board for Higher Education is also appropriated funds for Statewide coordination and implementation of the Maryland Desegregation plan. The State Board for Higher Education employs a Director of Equal Educational Opportunity as well as staff specialists and other personnel in support of this function.

University of Maryland

Desegregation programs exist at the four teaching campuses of the University as well as at the Cooperative Extension Service. The FY 1978 expenditures for desegregation were $2,326,500 in FY 1978 compared with appropriations of $2,496,689 in FY 1979 and $2,887,483 in FY 1980. Desegregation funds accounted for 2.20 percent of the State funds at these five campuses of the University in FY 1978 compared with 2.18 percent in FY 1979 and 2.24 percent in FY 1980. Desegregation funds increased 7.3 percent between FY 1978 and FY 1979 compared with an increase of 8.4 percent in the total State funds at these campuses. Between FY 1979 and FY 1980, direct appropriations for desegregation increased 15.7 percent compared with an increase of 12.2 percent in the total State funds at these campuses. The desegregation expenditures support personnel and special programs as well as student grants. The University conducts a special program to attract minority high school students into science and engineering programs at the University. An Honors/Pre-Professional Curriculum will begin in FY 1980 at UMES designed for talented students who wish to attend the professional schools at the Baltimore City campus. Funds for remedial work are considered indirect support for desegregation in this segment and thus are not included here.

State Universities and Colleges

The State Universities and Colleges expended $1,674,041 for desegregation activities in FY 1978 and have been appropriated $1,911,476 in FY 1979 and $2,270,357 in FY 1980. Desegregation funds accounted for 4.07 percent of the State funds in this segment during FY 1978 and are projected to account for 4.44 percent in FY 1980. Desegregation funds increased 14.2 percent between FY 1978 and FY 1979 compared with an increase of 11.2 percent in total State funds. Between FY 1979 and FY 1980, desegregation appropriations increased 18.8 percent compared with an increase of 11.8 percent in total State funds.

The State Universities and Colleges expended $542,957 on Other Race Grants in FY 1989. The institutions awarded 848 Other Race Grants with an average award of $640. The ORG appropriation for FY 1979 is $650,000; it is projected that 1,015 ORGs will be given out with an average value of $640. The FY 1980 ORG appropriation is $679,937. It is projected that 1,025 students will receive ORGs, and the average award will be $663 in FY 1980.

In FY 1978, $518,134 was expended for remediation and 797 or 61.2 percent of the under-prepared students in the segment were served. The FY 1979 appropriation for remediation is $720,166 or 40.0 percent greater than the FY 1978 expenditures. It is projected that 1,111 or 77.0 percent of the under-prepared students in the segment will be served. The FY 1980 appropriation for remedial work is $845,000 or 17.3 percent greater than the FY 1979 appropriation. It is projected that 1,300 or 100.0 percent of the under-prepared students in the segment will be served. Under-prepared students are defined as students receiving a score of 350 or less on the SAT-verbal.

The remainder of the desegregation funds in this segment support coordination of the segment-wide desegregation/remediation program as well as counselors, recruiters and integration coordinators at each institution. All of the ORG funds and the remediation funds are appropriated to the Board of Trustees which then transfers this money to each of its six institutions; thus comparison of institutional appropriations for desegregation with actual expenditures is misleading.

Morgan State University

Expenditures for desegregation at Morgan were $233,848 in FY 1978 and accounted for 2.65 percent of all State funds at Morgan. The FY 1979 appropriation at Morgan, $278,942, is 19.3 percent greater than the FY 1978 expenditures. The FY 1980 appropriation for desegregation is $236,504 and will account for 2.00 percent of all its State funds.

Morgan expended $162,134 on ORGs in FY 1978. It awarded 129 grants with an average award of $1,257. Expenditures for ORGs for FY 1979 are projected to be $225,000. It is anticipated that 220 grants will be made with an average value of $1,023.

Other desegregation expenditures at Morgan are an integration coordinator and an integration counselor. Funds for remedial work are included in the instruction program at Morgan and are considered to be indirect support for the desegregation effort; thus these funds are not included in this analysis.

St. Mary's College of Maryland

Desegregation expenditures were $115,775 in FY 1978 and accounted for 4.7 percent of the State funds at the college. The FY 1979 appropriation is $118,732 or 2.5 percent greater than FY 1978 expenditures. In FY 1980, the desegregation appropriation of $123,628 is projected to account for 3.7 percent of the State funds at St. Mary's.

St. Mary's awarded 58 ORGs in FY 1978. Expenditures on ORGs were $82,800 and the average value of each grant was $1,428. It is projected that St. Mary's will spend $82,800 on ORGs in FY 1979 and will award 67 grants with an average award of $1,236.

The other desegregation funds at St. Mary's support an integration coordinator and an integration counselor. Remedial work at St. Mary's is included in the instruction program and is considered indirect support for the desegregation program.

Table I

STATE FUND EXPENDITURES

FY 1978

	Desegregation	Total Budget	Percent of Budget Used for Desegregation
University of Maryland			
University of Maryland-Baltimore City	$ 1,277,180	$ 31,623,749	4.04
University of Maryland-Baltimore County	123,904	11,346,253	1.09
University of Maryland-Cooperative Extension Service	27,236	3,971,505	0.69
University of Maryland-College Park	800,680	55,480,249	1.44
University of Maryland-Eastern Shore	97,500	3,420,329	2.61
Sub-Total	$ 2,326,500	$ 105,842,085	2.20
State Universities and Colleges			
Board of Trustees	$ 81,786	$ 1,697,689	4.82
Bowie State College	200,382	5,074,258	3.95
Coppin State College	293,895	4,677,891	6.28
Frostburg State College	389,027	6,271,351	6.20
Salisbury State College	148,519	4,925,943	3.02
Towson State University	397,700	14,758,600	2.69
University of Baltimore	162,732	3,724,084	4.37
Sub-Total	$ 1,674,041	$ 41,129,816	4.07
Morgan State University	$ 233,848	$ 8,817,739	2.65
St. Mary's College of Maryland	115,775	2,584,568	4.06
Sub-Total Institutions	$ 4,350,164	$ 158,374,514	2.75
State Board for Higher Education	$ 429,774	$ 6,425,951	6.69
TOTAL	$ 4,779,938	$ 164,800,465	2.90

TABLE II

STATE FUND APPROPRIATIONS

FY 1979

	Desegregation	Total Budget	Percent of Budget Used for Desegregation
University of Maryland			
University of Maryland-Baltimore City	$ 1,312,952	$ 33,966,195	3.87
University of Maryland-Baltimore County	136,272	12,266,768	1.11
University of Maryland-Cooperative Extension Service	29,995	4,353,088	0.69
University of Maryland-College Park	935,470	60,383,024	1.55
University of Maryland-Eastern Shore	82,000	3,742,124	2.19
Sub-Total	$ 2,496,689	$ 114,711,199	2.18
State Universities and Colleges			
Board of Trustees	$ 107,081	$ 3,267,343	3.28
Bowie State College	254,206	5,140,052	4.95
Coppin State College	318,846	4,811,422	6.63
Frostburg State College	436,840	6,635,991	6.58
Salisbury State College	177,056	5,525,679	3.20
Towson State University	471,399	16,012,952	2.94
University of Baltimore	146,048	4,360,706	3.35
Sub-Total	$ 1,911,476	$ 45,754,145	4.18
Morgan State University	$ 278,942	$ 10,838,351	2.57
St. Mary's College of Maryland	118,732	2,850,600	4.17
Sub-Total Institutions	$ 4,805,839	$ 174,154,295	2.76
State Board for Higher Education	$ 507,522	$ 8,931,512	5.68
TOTAL	$ 5,313,361	$ 183,085,807	2.90

TABLE III

STATE FUND APPROPRIATIONS

FY 1980

	Desegregation	Total Budget	Percent of Budget Used for Desegregation
University of Maryland			
University of Maryland-Baltimore City	$ 1,412,877	$ 39,174,059	3.61
University of Maryland-Baltimore County	147,551	13,964,866	1.06
University of Maryland-Cooperative Extension Service	31,918	4,871,024	0.66
University of Maryland-College Park	1,205,137	66,544,373	1.81
University of Maryland-Eastern Shore	90,000	4,143,248	2.17
Sub-Total	$ 2,887,483	$ 128,697,570	2.24
State Universities and Colleges			
Board of Trustees	$ 1,602,912	$ 4,301,319	37.27
Bowie State College	58,800	5,545,589	1.06
Coppin State College	72,663	5,042,908	1.44
Frostburg State College	85,158	7,378,882	1.15
Salisbury State College	111,826	6,357,187	1.76
Towson State University	217,900	17,364,100	1.25
University of Baltimore	121,098	5,141,482	2.36
Sub-Total	$ 2,270,357	$ 51,131,467	4.44
Morgan State University	$ 236,504	$ 11,853,177	2.00
St. Mary's College of Maryland	123,628	3,332,430	3.71
Sub-Total Institutions	$ 5,517,972	$ 195,014,644	2.83
State Board for Higher Education	$ 490,999	$ 10,661,200	4.61
TOTAL	$ 6,008,971	$ 205,675,844	2.92

TABLE IV

Change and Percent Change in

Desegregation Expenditures and Total State Fund Expenditures

	Fiscal Years 1978-1979				Fiscal Years 1979-1980			
	Change in Desegregation Expenditures		Change in Total State Fund Expenditures		Change in Desegregation Expenditures		Change in Total State Fund Expenditures	
	Amount	%	Amount	%	Amount	%	Amount	%
University of Maryland	170,189	7.32	8,869,114	8.38	(390,794)	15.65	13,986,371	12.19
State Universities and Colleges	237,435	14.18	4,624,329	11.24	358,881	18.78	5,377,322	11.75
Morgan State University	45,094	19.28	2,020,612	22.92	(42,438)	(15.21)	1,014,826	9.36
St. Mary's College of Maryland	2,957	2.55	266,032	10.29	4,896	4.12	481,830	16.90
State Board for Higher Education	77,748	18.09	2,505,561	38.99	(16,523)	(3.26)	1,729,688	19.37
TOTAL	533,423	11.16	18,285,342	11.10	(695,610)	(13.09)	22,590,037	12.34

SELECTIVE COMPARATIVE DATA

Table V shows a comparison of the FY 1979 and FY 1980 appropriations with the SBHE guidelines and Table VI shows the percent General Fund support for the guideline programs at each of the four-year public institutions and the University of Baltimore. The SBHE guidelines allocate equal amounts of funds to institutions for performing comparable tasks. The guidelines also make provisions for economies of scale by recognizing that as an institution increases in size it is able to operate certain programs at a lower unit cost. Guidelines have been established for six budgetary programs: Instruction, Library, Administration, Student Services, Public Safety and Plant Operation and Maintenance.

Statewide, the guidelines were funded at 101.7 percent with 65.3 percent General Fund support in FY 1979 and 98.1 percent with 65.7 percent General Fund support in FY 1980. Three of the four predominantly black institutions were funded above 100 percent of the guideline level in FY 1979 while only two of the four are funded above the guidelines in FY 1980. One of the predominantly black institutions has received an appropriation in FY 1979 which provided for General Fund support of the guideline programs substantially above the average while the other three predominantly black institutions have a General Fund appropriation at or slightly below the average. In FY 1980, three of the four predominantly black institutions received General Fund support for the guideline programs substantially above the average.

TABLE V

TOTAL FUND SUPPORT IN GUIDELINE PROGRAMS AS A PERCENT OF SBHE GUIDELINES

	FY 1979 Appropriation	FY 1980 Appropriation
University of Maryland		
College Park	99.9%	95.8%
* Eastern Shore	118.6	115.0
Baltimore County	118.7	115.0
Sub-Total	103.0%	98.3%
State Universities and Colleges		
* Bowie	112.2%	111.5%
* Coppin	99.8	90.6
Frostburg	99.0	103.4
Salisbury	97.3	97.3
Towson	94.8	95.2
Univ. of Baltimore	94.6	86.2
Sub-Total	98.0%	96.3%
* Morgan	107.9%	98.1%
St. Mary's	109.1%	105.1%
Total	101.7%	98.1%

* Predominantly black institutions.

SBHE
5/4/79

TABLE VI

GENERAL FUND SUPPORT IN GUIDELINE PROGRAMS AS A PERCENT OF TOTAL FUNDS IN GUIDELINE PROGRAMS

	FY 1979 Appropriation	FY 1980 Appropriation
University of Maryland		
College Park	64.7%	62.9%
*Eastern Shore	83.0	81.2
Baltimore County	77.6	76.7
Sub-Total	67.4%	65.7%
State Universities and Colleges		
*Bowie	63.6%	70.1%
*Coppin	62.1	70.3
Frostburg	68.2	71.4
Salisbury	65.8	67.8
Towson	62.6	63.2
Univ. of Baltimore	50.3	55.6
Sub-Total	62.2%	65.5%
*Morgan	65.3%	63.9%
St. Mary's	77.6%	74.8%
Total	65.3%	65.7%

* Predominantly black institutions.

SBHE
5/4/79

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1980 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	ALLEGANY				ANNE ARUNDEL			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.10	$ 1,373	.10	$ 1,373	.30	$ 3,818	.30	$ 3,818
Affirmative Action . .	.18	2,471	.18	2,471	.25	3,465	.25	3,465
Student Aid.	.10	1,144	.10	1,144	.30	14,349	.30	14,349
Recruitment.	.25	3,432	.25	3,432	1.50	30,558	1.50	30,558
Advisement	.05	572	.05	572	.50	9,254	.50	9,254
Other Personnel/Cost .					.30	5,359	.30	5,359
Clerical Support . . .	.20	1,487	.20	1,487				
Related Support Cost .					-	5,000	-	5,000
TOTALS	.88	$ 10,479	.88	$ 10,479	3.15	$ 71,803	3.15	$ 71,803

	BALTIMORE				CATONSVILLE			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.40	$ 14,400	.40	$ 14,400	.20	$ 5,038	.20	$ 4,992
Affirmative Action . .	.25	8,000	.25	8,000	.05	973	.05	964
Student Aid.	1.00	13,010	1.00	13,010	.40	16,267	.40	16,120
Recruitment.	1.00	16,353	1.00	16,353	.05	1,349	.05	1,337
Advisement	1.50	25,921	1.50	25,921	.40	9,930	.40	9,840
Other Personnel/Cost .					.50	17,479	.50	17,320
Clerical Support . . .	.65	6,933	.65	6,933		9,751		9,662
Related Support Cost .						2,424		2,356
TOTALS	4.80	$ 84,617	4.80	$ 84,617	1.60	$ 63,211	1.60	$ 62,591

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1980 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

CECIL

Function	Requested		Appropriated	
	No. People	Cost	No. People	Cost
Personnel.	.10	$ 1,896	.10	$ 1,896
Affirmative Action . .	.10	2,835	.10	2,835
Student Aid.	.10	1,701	.10	1,701
Recruitment.	.05	1,324	.05	1,324
Advisement	.05	433	.05	433
Other Personnel/Cost .				
Clerical Support . . .	.05	858	.05	858
Related Support Cost .				
TOTALS	.45	$ 9,047	.45	$ 9,047

CHARLES

Function	Requested		Appropriated	
	No. People	Cost	No. People	Cost
Personnel.	.65	$ 13,733	.65	$ 13,733
Affirmative Action . .	.40	7,961	.40	7,961
Student Aid.	.30	5,828	.30	5,828
Recruitment.	.55	10,168	.55	10,168
Advisement	.50	7,413	.50	7,413
Other Personnel/Cost .				
Clerical Support . . .	.43	2,874	.43	2,874
Related Support Cost .		3,000		3,000
TOTALS	2.83	$ 50,977	2.83	$ 50,977

CHESAPEAKE

Function	Requested		Appropriated	
	No. People	Cost	No. People	Cost
Personnel.	.13	$ 1,342	.13	$ 1,342
Affirmative Action . .	.29	5,432	.29	5,432
Student Aid.	.45	6,612	.45	6,612
Recruitment.	.22	4,725	.22	4,725
Advisement	.28	4,468	.28	4,468
Other Personnel/Cost .				
Clerical Support . . .				
Related Support Cost .				
TOTALS	1.37	$ 22,579	1.37	$ 22,579

DUNDALK

Function	Requested		Appropriated	
	No. People	Cost	No. People	Cost
Personnel.	.15	$ 4,350	.15	$ 4,350
Affirmative Action . .	.40	6,203	.40	6,203
Student Aid.	.20	3,016	.20	3,016
Recruitment.	.10	1,508	.10	1,508
Advisement	.10	1,508	.10	1,508
Other Personnel/Cost .	.30	6,964	.30	6,964
Clerical Support . . .	.60	7,224	.60	4,816
Related Support Cost .				
TOTALS	1.85	$ 30,773	1.85	$ 28,365

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1980 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	ESSEX				FREDERICK			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.					.20	$ 3,578	.10	$ 2,078
Affirmative Action . .	.50	$ 7,231	.50	$ 7,231	.15	3,470	.15	3,470
Student Aid.					.10	1,000	.10	1,000
Recruitment.					.10	1,500	.10	1,500
Advisement								
Other Personnel/Cost .								
Clerical Support . . .					.50	4,000	.50	4,000
Related Support Cost .		4,642		4,642				
TOTALS	.50	$ 11,873	.50	$ 11,873	1.05	$ 13,548	.95	$ 12,048

	GARRETT				HAGERSTOWN			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.10	$ 906	.10	$ 906	.10	$ 2,904	.10	$ 2,904
Affirmative Action . .	.10	906	.10	906	.10	2,904	.10	2,904
Student Aid.					.10	1,966	.10	1,966
Recruitment.					.20	5,358	.20	5,358
Advisement								
Other Personnel/Cost .					.05	1,450	.05	1,450
Clerical Support . . .					.50	5,085	.50	5,085
Related Support Cost .						400		400
TOTALS	.20	$ 1,812	.20	$ 1,812	1.05	$ 20,067	1.05	$ 20,067

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1980 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	HARFORD				HOWARD			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.20	$ 5,027	.20	$ 5,027	1.78	$ 26,374	1.78	$ 26,374
Affirmative Action . .	.28	6,467	.28	6,467	.72	11,870	.72	11,870
Student Aid.	.30	3,988	.30	3,988				
Recruitment.	.20	3,337	.20	3,337		2,100		2,100
Advisement	.75	8,250	.75	8,250				
Other Personnel/Cost .	.10	2,500	.10	2,500				
Clerical Support . . .	.20	2,373	.20	2,373		280		280
Related Support Cost .		1,000		1,000		716		716
TOTALS	2.03	$ 32,942	2.03	$ 32,942	2.50	$ 41,340	2.50	$ 41,340

	MONTGOMERY				PRINCE GEORGE'S			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	1.00	$ 19,274	1.00	$ 19,274	1.75	$ 23,458	1.75	$ 23,458
Affirmative Action . .	1.00	21,794	1.00	21,794	2.00	29,633	2.00	29,633
Student Aid.	1.00	26,029	1.00	26,029	.40	8,263	.40	8,263
Recruitment.	2.20	34,859	2.20	34,859	.50	8,964	.50	8,964
Advisement	2.20	34,859	2.20	34,859	1.00	13,622	1.00	13,622
Other Personnel/Cost .	.15	5,265	.15	5,265				
Clerical Support . . .	.80	12,370	.80	12,370				
Related Support Cost .		6,060		6,060		6,548		6,548
TOTALS	8.35	$160,510	8.35	$160,510	5.65	$ 90,488	5.65	$ 90,488

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1980 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	WOR-WIC TECH				STATE BOARD FOR COMMUNITY COLLEGES			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.05	$ 662	.05	$ 662				
Affirmative Action . .	.05	662	.05	662				
Student Aid.	.09	1,403	.09	1,403				
Recruitment.	.17	3,394	.17	3,394				
Advisement	.04	799	.04	799				
Other Personnel/Cost .	.10	928	.10	928			.30	$ 9,190
Clerical Support . . .							.20	2,262
Related Support Cost .								2,757
TOTALS	.50	$ 7,848	.50	$ 7,848			.50	$ 14,209

SBCC:RJB:6-79

ALLEGANY COMMUNITY COLLEGE
SUMMARY REPORT ON
FIFTH MID-YEAR DESEGREGATION STATUS REPORT
1979

Introduction

Allegany Community College holds as its purpose to serve and to be responsive to the needs of the people of Allegany County and its environs by providing an opportunity for higher education, through which people, regardless of their academic backgrounds, may advance to the highest possible degree of academic achievement, technical excellence, occupational proficiency, and personal enrichment. The future of ACC, like its growth in the past, lies in its continued creation of programs and services to meet community needs. The staff of the College is dedicated to assisting and contributing to the development of all students, regardless of age, race, or background. ACC is a community resource, proud to contribute to the growth of Allegany County and the State of Maryland.

Student Composition

For the first time in five years, student enrollment has shown a decrease at Allegany Community College. For the fall semester, 1978 the enrollment was 1,791 of which 1,179 (66 percent) were full-time students and 612 (34 percent) were part-time students. Females out-numbered male students 1,112 to 669 or 62 percent to 37 percent respectively. Comparable enrollment figures for the spring semester, 1979 were a total of 1,707 students with 1,086 (64 percent) as full-time and 621 (36 percent) as part-time students. Once again the female population of 1,065 (62 percent) constituted the majority of the student body compared to the male population of the campus (642 or 38 percent).

As the result of a change in an academic regulation approved by the College's professional staff, the number of academic suspensions after the first semester of 1978 dropped drastically: 13 first suspensions and 3 second suspensions. This compares to 116 first and 22 second academic suspensions after the fall semester of 1977. Also, College policy states that upon written request, a student after the first suspension may be provisionally re-admitted on probation to permit him/her to take and/or repeat and/or audit appropriate courses during the following semester or summer session. This reflects ACC's concern for individual students in their efforts to "succeed" in courses of college-level difficulty as well as reflect the faculty's and administration's dedication to meeting the educational needs of the community.

In meeting these needs, wide offerings in many career areas, such as Nursing, Dental Hygiene, Forestry, etc., as well as academic areas are made available to both the young and mature citizens.

A cross-section of our student body for the fall semester, 1978 would reflect an age distribution as follows: 57.0 percent in 16-20 age group; 28.7 percent in 21-30 age group; 10.0 percent in 31-40 age group; 4.3 percent in the over 40 age group. In summary, over two-fifths (43.0 percent) of ACC's students are over the normal age of recent high school graduates pursuing the first two years of college.

The relatively high percentage of students in the 21-30 age group (28.7 percent) reflects the 145 veterans who are enrolled at ACC. These 145 veterans constitute 8.1 percent of the current student body. An aggressive program of veteran identification and assistance, under the full-time direction of a veterans counselor in charge of the Office of Veterans Affairs is in existence at ACC. We believe veteran assistance in the form of financial and academic aid has been reflected in the number of veterans who are continuing to upgrade their academic or technical skills.

The number of minority students attending Allegany Community College on both a full-time and part-time basis is relatively small and numbers 38 compared to the College (fall, 1978) enrollment of 1,791 students. Therefore, this represents 2.1 percent minority student enrollment at this two-year institution. Of these 38 minority students, 33 (or 86.8 percent) are Black.

The Black Student Alliance, an organization of minority students whose objectives include bettering the understanding and relationships of minority and white students on campus, is perhaps one of the most active groups involved in campus activities. Each year, the BSA participates in the annual Blue Grass Festival, recruits minority students from area high schools, sponsors dances and other socials on campus, participates in Student Government decision-making through elected representatives, and assists in budget development in the SGA organization.

Since the Black Student Alliance was established through charter in the fall of 1973, it has been highly effective in influencing both student and staff organizations. The BSA has been active in promoting and influencing the College's affirmative action activities and Title IX compliance, and has been regularly consulted during the planning of cultural activities sponsored by the Student Government Association. In addition, since the organization began, two members of the alliance have been named top scholars by the College Entrance Examination Board (CEEB), with one of these students named "Student of the Year" by both faculty and students of the College.

The Black Student Alliance at Allegany Community College has played a vital role in promoting the healthy and open communication among a multi-cultural and multi-ethnic student body. The faculty and staff of the College have also responded very positively to the BSA and its activities. Currently the two faculty advisors of the organization (one Black and the other White) have agreed that the Black Student Alliance is very effective in serving the needs of minority students as well as encouraging the entire student body on the need for participation in College activities by all students.

FINANCIAL AID

During the 1978-79 academic year, twenty-four minority students were awarded a total of $36,246. Thirteen students were awarded $11,418 in College Work-Study funds, eight students were awarded $3,900 in Supplemental Grant, nineteen students received $15,933 in Basic Grant, four students received $1,200 in Maryland State scholarships, two students received $645 in the ACC Athletic Foundation Scholarship and three students received Guaranteed Student Loans of $3,150.

Of the twenty-four minority students, there were twenty-two Black students, and two Mid-Eastern students. This represents 3 percent of all students who received any kind of financial aid for the 1978-79 year and the $36,246 awarded represents 3 percent of the total financial aid funds for the same period.

Employment Composition

Allegany Community College has a total full-time professional (teaching and non-teaching) staff of 108 of which 11 are classified as administrators; the remaining 97 are classified as faculty. The composition by race and sex of the current administration and faculty is as follows: Administrators - 11 males (White) and 1 female (White); Faculty - 53 males (White) and 42 females (White) and 2 females (Hispanic).

The part-time faculty of the College consists of 11 males (White), and 7 females (White) for a total of 18.

The College employs a number of staff members who are classified as "artisan-technicians", and are utilized by the College to supervise or assist in language and science laboratories, audio-visual studies, and in student services. The composition by race and sex of this group of 25 employees is as follows: 11 males (White), and 14 females (White).

The clerical staff at Allegany Community College consists of 56 females (White) and one female (Black). The College has no part-time clerical staff.

The custodial staff at the College consists of 22 full-time males (White), 6 full-time female (White), and one part-time male (White).

All of the above employees are paid by Allegany Community College. In addition, Allegany Community College has approximately 50 people employed under the Comprehensive Employment Training Act (CETA), Titles VI and X, and the Work Incentive (WIN) Program. Most of these are employed in the clerical or custodial classifications.

Administrative Coordination

The College has implemented carefully planned policies and procedures in recruiting and hiring professional employees. There were two minority professionals during the 1978-1979 academic year. Additional positions that become available will be filled through completely objective and fair recruiting, screening, and hiring procedures that have been established through the College's Affirmative Action Program. In addition to an Affirmative Action Program, the College is engaged in the following activities:

1. Completing the Institutional Self-Evaluation as prescribed under Title IX,
2. Finalizing written grievance procedures covering discrimination complaints,
3. Monitoring the Affirmative Action Program,
4. Establishing standard advertising procedures for professional positions as part of the Affirmative Action Program, and
5. Establishing goals for accomplishing Affirmative Action objectives.

Although the College has not completed every requirement as prescribed under federal laws (i.e., Executive Orders and Title IX), the administration and staff support and believe in both the philosophical basis and legal implications of anti-discrimination legislation. The careful planning, creating, and implementing of fair employment and promotional practices has demanded a great deal of time; likewise, an equal amount of time has been necessary for informing faculty and staff of the specifics of legislation. The result at Allegany Community College has been positive since faculty and staff have been actively involved in the finalizing and implementation of a widely supported Affirmative Action Program on campus.

In addition, implementation of any proposed changes in existing programs, policies, and student-related concerns as a result of the Title IX Institutional Self-Evaluation (ISE) will receive the same careful study and support of the faculty and staff. When such measures become the concerns and responsibilities of the college community as a whole (students and staff), the implementation of such changes is carried out in a very positive atmosphere. Currently, the Affirmative Action Committee has a student member who is assisting in completing the ISE.

Program Cooperation

ACC has been a member of the Regional Education Service Agency since its beginning in 1967. RESA is a consortium of the three community colleges and the three Boards of Education and the State College in Western Maryland together with the University of Maryland. One of the purposes of RESA is the articulation among institutions and agencies of their curriculums and programs through monthly meetings of the heads of and representative staffs of the agencies. Over the years much has been accomplished through cooperation in articulating programs.

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

ANNE ARUNDEL COMMUNITY COLLEGE

1979

Introduction

Anne Arundel Community College is an Equal Opportunity/ Affirmative Action College which has had a written Affirmative Action Plan since August 1976. The College has revised its Plan (May 1978) to include timetables for specific action projects relating to minority groups, women, and handicapped persons; and the composition of the Affirmative Action Committee has been expanded to reflect increased student representation.

The affirmative action policy is effective in all aspects of the College community including: recruitment, hiring, and promotion policies; student admission and instruction; student and community use of facilities; purchasing support of minority businesses; and financial aid to students.

Student Composition

Anne Arundel Community College continues to successfully increase the number of minority students enrolled at the College. During the fall of 1974, minority students comprised 7.5 percent of the total enrollment. By the fall of 1978, this percentage had increased to 9.6. This represents an increase of approximately 75 percent in minority enrollment between the fall semesters of 1974 and 1978.

(See Chart on next page for growth since 1973)

TABLE I

ANNE ARUNDEL COMMUNITY COLLEGE

ENROLLMENT BY RACE

FALL 1974 and FALL 1978

	WHITE	BLACK	AMERICAN INDIAN	ORIENTAL	SPANISH SURNAME	TOTAL MINORITY	FOREIGN	TOTAL ENROLLMENT
FALL 1974								
Number	4360	221	42	48	45	356		4716
Percentage of Total	92.5	4.7	.9	1.0	.9	7.5		
FALL 1978								
Number	5880	444	38	73	67	622		6502
Percentage of Total	90.5	6.8	.6	1.1	1.0	9.6		
Increase in Number over 1973	1520	223	-4	25	22	226		1786
Percentage of Increase over 1973	34.9	100.9	-9.5	52.1	48.9	74.7		37.9

Financial Aid

The sources of aid available to all students consists of institutional academic scholarships, grants and work-study; Federal grants and work-study; Maryland State Scholarships; and Guaranteed Student Loans. The consolidated statement (Table II) demonstrates that the number of minority students who have received aid has increased from 16.2% of the total aid recipients to 26.0%, an increase of 9.8%. However, in terms of actual dollars, the increase was a staggering 244%. During the Academic Year 1974-75, a total of $37,532 was distributed; during 1977-78, a total of $154,092 was distributed to minority students for an average of $741 per student.

TABLE II
ANNE ARUNDEL COMMUNITY COLLEGE
OFFICE OF STUDENT PERSONNEL
ARNOLD, MARYLAND 21012

CONSOLIDATED STATEMENT OF STUDENTS BY RACE WHO RECEIVED FINANCIAL AID

		1974-75					1975-76		
RACE	NO.	%	AMOUNT	%	RACE	NO.	%	AMOUNT	%
BLACK	45	15.2	$ 36,642	24.3	BLACK	83	16.3	$ 63,364	24.0
INDIAN	0	0.0	0	0.0	INDIAN	1	0.2	600	0.2
ASIAN	2	0.7	540	0.4	ASIAN	5	1.0	2,232	0.8
HISPANIC	0	0.0	0	0.0	HISPANIC	5	1.0	4,407	1.7
WHITE	228	77.0	$108,023	71.7	WHITE	386	76.0	184,960	70.1
FOREIGN	1	0.3	350	0.2	FOREIGN	4	.8	2,479	0.9
UNKNOWN	20	6.8	5,062	3.4	UNKNOWN	24	4.7	5,797	2.2
TOTAL	296	100.0	$150,617	100.0	TOTAL (Unduplicated)	508	100.0	$263,839	99.9
		1976-77					1977-78		
BLACK	140	20.8	$ 99,048	25.2	BLACK	183	22.3	$139,169	30.0
INDIAN	0	0.0	0	0.0	INDIAN	2	0.2	599	0.1
ASIAN	12	1.8	10,686	2.8	ASIAN	10	1.2	7,823	1.7
HISPANIC	6	0.9	6,461	1.6	HISPANIC	10	1.2	4,596	1.0
WHITE	495	73.4	271,318	69.3	WHITE	608	74.0	307,783	66.3
FOREIGN	1	0.1	1,516	.03	FOREIGN	3	0.4	1,905	0.4
UNKNOWN	20	3.0	2,633	.06	UNKNOWN	6	0.7	2,444	0.5
TOTAL	674	100.0	$391,662	99.8	TOTAL (Unduplicated)	822	100.0	$464,319	100.0

Employment Composition

During the Academic Year 1978 - 79, the College has taken assertive action in its attempt to hire persons from minority groups.

In order to recruit minority, female, and handicapped applicants the College has increased its advertising to include such newspapers as The Baltimore Afro, The Washington Post, The Sun, The News American, The Evening Capital, and The Arundel Times. For major administrative positions the advertising program includes national exposure - The Atlanta Constitution, The New York Times, The Chronicle of Higher Education, and The Daily Challenge. In addition, vacancy announcements are mailed to over 100 agencies, graduate schools, special interest groups in order to attract a wider range of applicants for our hiring pool. Some of the participants in the mailing schedule are the Maryland State Employment Office, Maryland Department of Human Resources, community colleges and graduate schools in Maryland, 34 major black colleges and universities, and local women's associations and community action agencies.

In addition to extensive advertising, Anne Arundel Community College completed a salary survey and classification system which will make salaries competituve with the surrounding job market within a three-year period.

The employment composition has stabilized during the 1978 - 79 Academic Year.

The 1978 - 79 minority composition of the full-time faculty (4.1%) reflects an increase of 1.2% over the previous year. The minority composition of the administrative and professional groups (16.1%) and full-time support (23.2%) remains unchanged from 1977 - 78. The part-time minority support category (10%) experienced a slight decrease over 1977 - 78.

Thus, the 1978 - 79 minority composition of the employee census demonstrates a 13.5% ratio to the total employee group compared to 12.7% for the 1977 -78 year.

(See Tables III & IV)

TABLE III

ANNE ARUNDEL COMMUNITY COLLEGE

WORK FORCE COMPOSITION BY RACE - APRIL, 1979

	WHITE	BLACK	SPANISH SURNAME	OTHER MINORITY	TOTAL MINORITY	TOTAL
F.T. FACULTY	164	2	1	4	7	171
ADMIN. & PROF.	26	3	2	0	5	31
F.T. CLASSIFIED AND PLANT SUPPORT	126	32	2	4	38	164
P.T. CLASSIFIED	18	2	0	0	2	20
TOTAL	334	39	5	8	52	386
PERCENTAGE OF TOTAL	86.5	10.1	1.3	2.1	13.5	

TABLE IV

ANNE ARUNDEL COMMUNITY COLLEGE

WORK FORCE COMPOSITION BY RACE - APRIL, 1978

F.T. FACULTY	170	2	1	2	5	175
ADMIN. & PROF.	25	3	2	0	5	30
F.T. CLASSIFIED AND PLANT SUPPORT	126	32	2	3	37	163
P T. CLASSIFIED	23	3	0	0	3	26
TOTAL	344	40	5	5	50	394
PERCENTAGE OF TOTAL	87.3	10.1	1.3	1.3	12.7	

Administrative Coordination

The administrative coordination of the Affirmative Action Plan is the responsibility of the President. Authority in each division has been delegated to the Administrative Officer in that area. The Dean of Administration is the Equal Employment Officer; the Personnel Officer serves as the Affirmative Action Officer; and both the Affirmative Action Committee and the Personnel Committee function as an advisory board to the President.

Program Cooperation

Anne Arundel Community College participates in the program of exchange of minority applicant names between other colleges, Affirmative Action Officers, and the State Board of Community Colleges.

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

CATONSVILLE COMMUNITY COLLEGE

1979

BRIEF DESCRIPTION OF CATONSVILLE COMMUNITY COLLEGE

Catonsville Community College is a two-year, public community college, which is co-educational and non-residential. It is fully accredited by the Maryland State Department of Education and the Middle Atlantic States Association of Colleges and Secondary Schools, and all programs are approved by the Veteran's Administration. The Nursing Program is developed and operated in cooperation with the Maryland State Board of Examiners of Nurses, and the Mortuary Science curriculum has been approved by the American Board of Funeral Service Education.

The College offers 30 career and 5 transfer curricula, for the Associate in Arts degree; and provides Certificate programs in 24 of the career fields. Somewhat unusual career-vocational programs - or clusters of programs - have been developed in recent years, in areas such as air sciences, the construction technologies, and mortuary science.

In addition to on-campus courses, the College operates three major extension programs in neighboring communities, and recently opened a branch campus in nearby Carroll County. Catonsville also offers courses via television, as a participant in a local consortium.

Non-credit courses, institutes, and seminars represent the fastest-growing segment of College operation at the present time. Unique among these are courses provided for the handicapped and those who work with them; continuing education for nurses and allied health personnel; special programs for senior adults and women; and programs for business and industry offered in the business location.

The College provides special courses designed to assist students with academic developmental work to facilitate chances for success in college. The need for such assistance may be identified by the student or by professional evaluation.

College Philosophy and Objectives, revised and reaffirmed in recent years, commit Catonsville Community College to a program of service which promises educational opportunity to all citizens of its service area, regardless of their age, sex, race, financial circumstances, prior education or experience, or physical condition. This is a commitment toward which all segments of College operation are devoting every resource.

STUDENTS

Catonsville Community College continues to attract an increasingly diverse student population. A comparison of the Fall 1977 and Fall 1978 enrollment data documents this fact.

Enrollment Characteristics:

There continues to be fewer full-time students (2408) than part-time students (7589). Currently 76% of all students attending Catonsville are part-time (less than 12 semester credit hours).

Students taking courses at night only increased to 43%; day only enrollment remained at 44%; day/night enrollment decreased to 13%.

Demographic Characteristics:

The total enrollment (9,997) includes 52% women (5,194) and 48% men (4,803).

The student enrollment includes 17% ethnic minorities (1656). Black student enrollment increased to 15% of all students (1461).

Forty-three percent of all Catonsville students are over age 25.

Program Characteristics:

Fifty-five percent of all students planned to obtain an A.A. degree, with 48% of all students giving their reason for attending Catonsville as vocational (8% for personal interests), and 40% indicating they planned to transfer to a four-year institution.

Transfer programs include approximately 57% of all students (5731) when compared to career program (4266).

The Admissions Office visits out-of-district schools in Baltimore City upon invitation to take part in college fairs and other programs that were developed by the high schools and junior high schools. The other forms of outreach included attending college fairs offered in the city such as the National Direct Search for Talent when the population is predominantly black. Also, the Admissions Office continues to regularly visit schools in Baltimore County making certain that every student, regardless of racial or nonacademic characteristics, is aware of opportunities at Catonsville. Overall the effort has been successful. Much has been done to make students of other races comfortable on the campus when they are visitors as well as students.

The orientation programs are tailored to meet in so far as possible individual needs of students. There have been special programs for minority students which have been developed to give them a greater feeling of belonging and succeeding at Catonsville.

The Counseling Center, Admissions Office, Academic Advisement Office, Student Activities Office and College Skills Center have minority faculty members with special sensitivities about minority students and their needs. Every effort is expended to make certain each student is given the opportunity to meet his/her educational objectives.

The Student Activities Programs include a black student organization which focuses on the special needs and services minority students care about. Special programs which speak to black social and cultural interests were sponsored during the 1978-79 academic year.

Financial Aid:

The College participates in virtually all the Federal and State financial aid programs available to students. In the need-based Basic Grant Program, the number of students receiving assistance remains at approximately 1,000. During the current year, about one million dollars will be awarded in need-based programs. For students making a timely application, there is a way to finance a plan to attend Catonsville Community College.

STAFF

	Black	Ind.	Asian	Unkn.	For.	Hisp.	M	F	T
F.T.Faculty	11	0	0	0	2	2	167	115	282
F.T.Admin.	1	0	0	0	0	1	25	12	37
F.T.Class.	41	1	0	0	0	1	96	135	231

The College continues to actively recruit for minorities by advertising and contacts with Placement Directors at colleges with high minority student/faculty populations. The Staff Development Committee has and is developing training programs to improve the professional skills of all employees for upward mobility. Minorities are encouraged to attend.

ADMINISTRATIVE COORDINATION

In the formation of College Senate committees and sub-committees which participate in the formation of policy recommendations to the President, there is an attempt to balance divisional representation and to reflect the general sex and race composition of the faculty on these committees.

PROGRAM COOPERATION

Catonsville Community College is involved with the Community College of Baltimore in jointly offering courses at the Social Security Administration headquarters. We also are a contractor in providing programs for Upward Mobility at the same location. Several curriculums are offered which are not offered in Baltimore City and vice-versa, thus encouraging special program enrollments. Programs which are similar or duplicated in the various neighboring subdivisions are generally high demand curriculums with a view toward geographic accessibility as well as economic feasibility. Correctional Services and Fire Protection programs are offered cooperatively at several locations. All programs are open to applicants within the open door policy and swing shift classes are one of the program features designed to accommodate student work schedules.

A Statement of Understanding regarding community college recruitment, articulation and program cooperation has been developed and implemented between the Baltimore County Community College System and the Community College of Baltimore. It is important that all constituencies clearly understand and consider the merits of a community college education and the new, agreed-upon practices will enhance the opportunities for students and the metropolitan community colleges.

FIFTH MIDYEAR DESEGREGATION REPORT
CECIL COMMUNITY COLLEGE
1978-79

Introduction

Cecil Community College, established in 1968, is a commuting, public, two-year, educational institution serving day and evening students in a service area comprising the geographic limits of Cecil County, Maryland, a community with a population of approximately 62,000. The College offers transfer, preprofessional, vocational and continuing education programs, as well as cultural and social community activities. Emphasis is placed on small classes, outstanding faculty, close association between faculty and students, and rigorous academic standards. The open-door admissions philosophy offers an opportunity for everyone, who is admitted, to succeed.

Student Composition

Cecil Community College's 1978 fall enrollment was comprised of 1,210 full-time and part-time commuter students of which 93.2 per cent were County residents. The ethnic/racial composition of the County consists of 4.5 per cent minority groups with blacks comprising approximately 90 per cent of the minorities.

Financial Aid

The student financial aid program at Cecil Community College consists basically of Federal Aid Programs, i.e., BEOG, SEOG, CWSP, and guaranteed loans. Local and State scholarships make up the balance of the aid available to students. Applications for aid are accepted and processed through the Fall and Spring semester registration dates to accommodate students who require assistance to adequately plan for their education. A portion of the funds available are reserved for the minority and economically disadvantaged segment of the student population. As required by the regulations governing the Federal aid program, need assessment is part of the application and insures that those in the most need receive the necessary aid. The program has a adequate level of funding resources to meet the needs of eligible students applying for aid. Student aid availability is publicized internally, throughout the service area of the College, and through the high schools in the service area.

Employment-Composition

The teaching/counseling faculty of the institution numbering 34 professionals is composed of 9 white females, one black female, one asian minority male, and 23 white males. The administrative staff consists of 8 full-time professionals -- 6 white males and 2 white females. Classified employees number 25 of which 19 are white females and 6 are white males. Classified employees have an organization that allows them to be represented as a group to the administrative staff, faculty, and Board of Trustees regarding their own interests. Staff development is planned as need is determined.

Although recruitment efforts are not extensive, any opening, either faculty or classified is widely advertised throughout the State of Maryland and in areas contiguous to Cecil County in Delaware and Pennsylvania. Affirmative action institutional policies are adhered to in the process. Affirmative action data is requested from each candidate for position openings.

Administrative Coordination

The governing organizations of the College consists of a faculty forum and four standing committees. All professionals are represented on at least one committee and all are members of the forum. These bodies have considerable influence on policy and direct access to administration and the Board of Trustees in an official capacity.

Program Coordination

Cecil Community College, at present, does not have any consortium arrangements with other institutions. However, the institution does have cooperative service agreements with Harford Community College and the University of Delaware for shared instructional programs, and computer services. Cecil Community College offers a regional Photography degree program to the citizens of Harford and Cecil Counties.

FIFTH MID-YEAR DESEGREGATION STATUS REPORT, 1979
CHARLES COUNTY COMMUNITY COLLEGE

The Charles County Community College is located in Southern Maryland in a region basically rural, but one with an urbanizing trend. The racial composition of the County is changing rapidly. The expanding residential areas in the northern portion of the County are attracting almost exclusively white families. Enrollment of the College has grown at an average of 15 percent each year since it moved on its permanent campus in 1968.

In order to cope with the high per student costs inherent with its small size, it has been particularly aggressive at attracting revenues outside the traditional sources of tuition, state, and county tax support. Approximately one-third of its total budget for the last six fiscal years has come from federal or other outside sources.

Among its comprehensive offerings, the College supports two degree curricula in environmental technology. It is one of the few community colleges in the nation to do so. It is actively involved in projects related to energy conservation education. Allied health programs also are being added to the curricula.

STUDENT COMPOSITION

Charles County Community College enrolled 1,225 first-time students for the Fall 1978 semester. This represents a 52% increase in first-time students over the Fall 1977 Semester. Of the Fall 1978 first-time students, 194 (15.8%) belonged to minority groups. This figure is approximately 3% higher than the corresponding percentage from last fall. The largest minority representation was made up of black students. This group comprised 61.3% (119 students) of all minority students.

The average age of students has decreased slightly. The average age of students last year was 29, while this fall the average age dropped to approximately 28 years. The percentage of the student body that resides in the state of Maryland is 97%.

The ratio of male to female students has changed since Fall 1977. The percentage of female students on campus had risen to 52% last fall. This fall, however, male enrollment accounted for 54% of the student body. This returned the ratio to the levels that existed prior to last fall.

The College has an active recruitment policy. Students from the local high schools and middle schools are brought to the College on a regular basis for visits to become familiar with the College's programs. Further, the College's minority counselor is conducting personal interviews with black high school students to aid them in planning their future edication.

The College employes three organized strategies to aid retention:

1. Accurate course placement including remedial courses and reduced course loads.
2. Specialized courses offered by Student Personnel Services.
    A. SPS 100 - to explore vocational interests and teach goal setting and study skills.
    B. SPS 101 - clarification of personal goals, values and strengths, building a more positive self-image.
    C. SPS 103 - career decision-making and planning.
3. Liberal Academic Policies:
    A. Withdrawal from any course, without a grade penalty, is possible through the 14th week of classes.
    B. No student is eligible for academic probation or dismissal until after the accumulation of 16 credits. This allows at least one semester for adjustment.
    C. Small classes increase likelihood of the instructor's personal involvement. Students' problems are more likely to be attended to on a personal basis.

FINANCIAL AID AT C. C. C. C. AS OF FALL 1978

Four basic types of financial aid are available to Charles County Community College students. These are scholarships, grants, loans, and student employment. These are funded from Federal, State, Institutional, and private sources.

The College student aid program has kept pace with increasing enrollments. Over 80% of students completing application for financial aid receive some type of assistance. Very few applicants are denied aid, and of that number, very few are denied because of insufficient funds.

All awards are made without regard to race, sex, or ethnic origin. Certain private scholarships may specify a particular county or area of residence of their recipients, but do not otherwise discriminate within those areas of residence.

EMPLOYMENT COMPOSITION, FALL 1978

The racial composition of full-time faculty and professional staff on a percentage basis has increased from 7.6% black and hispanic from Fall 1977 to 10.5% black and hispanic for Fall 1978 and decreased from 92.4% Fall 1977 to 89.5% white for Fall 1978. Racial composition for part-time instructors is 4.6% black and hispanic and 95.4% white. The racial composition of full-time staff support on a percentage basis has decreased from 25% black and hispanic for Fall 1977 to 23.7% black and hipanic for Fall 1978 and increased from 75% white for Fall 1977 to 76.3% white for Fall 1978. The part-time racial composition of staff support on a percentage basis has decreased from 22% black for the Fall 1977 to 14.3% black for Fall 1978 and increased from 78% white for Fall 1977 to 85.7% for Fall 1978.

RECRUITMENT

The College Affirmative Action Plan, approved by the Board of Trustees, established the procedures for recruitment of all full-time faculty and administrators. Position descriptions and requirements are forwarded to all graduate schools in the Washington Metropolitan area and Baltimore. Additionally, the College used the Affirmative Action Register, Faculty Data Bank Registry, the State Board of Higher Education Central Placement Bureau, all local and Metropolitan newspapers, and any special publication serving a specific profession.

IN-SERVICE TRAINING

Charles County Community College has always followed the training technique of on-the-job training. Additionally, classified personnel are encouraged to take advantage of courses offered in their field of endeavor at the College and may participate in seminars and workshops when scheduled.

PROGRAM COOPERATION

Charles County Community College has cooperative programs for education with the Naval Ordnance Station, the State Office of Employment Security, and Patuxent River Naval Installation. The College now has a satellite center at St. Mary's county. Cooperative projects have been developed with the University of Maryland and Bowie State College.

DESEGREGATION STATUS REPORT

CHESAPEAKE COLLEGE

FALL 1978

Chartered in 1965, Chesapeake College began classes in September, 1967, as the only regional community college in the State of Maryland serving Caroline, Kent, Queen Anne's, and Talbot Counties, an essentially rural community. In addition to liberal arts and transfer curricula, the College has expanded its programs in the vocational, technical, and career areas. Chesapeake College now offers 17 technical programs due to the Fall 1976 opening of a new technical building.

STUDENT COMPOSITION

The minority representation in the Fall 1978 increased 2% above the previous year resulting in a composite minority enrollment of 13%. Three hundred and thirty-six full-time minority students represented an all time high of a 17% representation of the total full-time population. The two hundred and twenty-five female minority students represented 67.6% of the total minority enrollment. The female minority students represented a 14.6% of the total female enrollment. Fifteen hundred and forty female students accounted for 61.7% of the total full-time student enrollment. The total enrollment increased 72% over the Fall of 1977. Four hundred and eighty students representing 19.2% of the total enrollment were between the ages of 20-25. Four hundred and eighty-six students were senior citizens, 60 years of age and older. The oldest registered student was 97 years of age. Only 22.7% of the total student composition was under the age of 21. As for geographic origins, all students in the Fall 1978 class came from Maryland.

In accordance with traditions established with the founding of the College, students of all races, ages and sex are encouraged and invited to participate in the College's student activities program. In counseling new student, both black and white counselors appraised all students of the availability of developmental programs to aid them and alleviate skill deficiencies in the academic areas. Both black and white college recruiters have attended meetings, fairs and schools to encourage both black and white persons to attend Chesapeake College. The College sponsored a meeting with Black Community Leaders from our four support counties and Dorchester County to stimulate minority interest in Chesapeake and to help the College become more aware of the needs of blacks in our service area.

FINANCIAL AID

As of April 1979, the following amounts were disbursed covering Basic Educational Opportunity Grants, National Direct Student Loans, Supplemental Educational Opportunity Grants, College Work-Study, and Maryland State Scholarships:

Total unduplicated students: 197
Total funds disbursed: 144,472.60

Male	Female	Caucasian	Negro	Other Race
34%	66%	58%	41%	1%

EMPLOYMENT COMPOSITION

Despite increased recruiting efforts and other guidelines as outlined by the College's newly revised Affirmative Action Policy, the college has been able to recruit few minority members for new openings and vacancies on the faculty. The overall rates of the faculty is 14 female to 18 male members or approximately 44% female. Of the faculty, only one black female and one Spanish American female are represented. The composition of the administrative and staff personnel is much more favorable with the overall ratio of 21 male to 31 female members. The minority representation is approximately 19% of this group.

In accordance with its newly revised Affirmative Action Policy, the college actively recruits female and minority candidates for its vacancies and openings. In addition, the Affirmative Action Plan encourages in-service training and promotion from within to the extent that internal candidates are qualified to fill existing vacancies.

ADMINISTRATIVE COORDINATION

During the past two and one half years, the Affirmative Action Committee, consisting of representatives from the entire college community, has revised the Affirmative Action Policy of the college. Through the efforts of this committee, a consultant was hired to determine workforce availability and to help analyze college recruitment efforts. The results has been a revised Affirmative Action Policy incorporating workforce availability and utilization and projected recruitment objectives. The committee continues to review the recruiting efforts and employment of the college to insure that minority members are actively encouraged and recruited for positions at the college.

PROGRAM COOPERATION

Whenever vacancies occur on the faculty or staff, the College seeks to encourage minority applicants by communicating with other institutions as to the availability of qualified candidates.

FIFTH MID-YEAR DESEGREGATION STATUS REPORT
COMMUNITY COLLEGE OF BALTIMORE
April 9, 1979

The Community College of Baltimore is an integrated, two-year, commuter co-educational College. Offering day, evening and summer programs and granting the Associate in Arts degree, CCB, because of its inner city location attracts a large number of Black students with less than moderate family income. Economically, many of our White students do not fare much better. Since about 77% of the student body is Black, White students might be regarded as the "minority" or "Other Race."

I. STUDENT COMPOSITION

A. Profile of Student Body - Racial and Sex Composition

By the end of the September 1978 registration period, the College had enrolled 8,253; 2,635 at the Harbor Campus and 5,618 at the Liberty Campus. There were 3,540 (43%) full-time students and 4,713 (57%) part-time students. CCB's percentage of full-time students compared favorably with the 32% full-time rate for all Community Colleges in the State of Maryland.

Sixty-six percent of the student body was female. The racial breakdown for all students was approximately 77% Black, 18% White and 5% Other minorities. The Harbor Campus has a higher ratio of White students than the Liberty Campus. Our goal for the College is a ratio of 65% Black and 35% White and Others.

Students enroll at the Community College of Baltimore for many reasons. The predominant reasons are:

location of the College
low tuition
availability of financial aid
good course offerings
job related courses

availability of desired curriculums

opportunity to advance in their jobs by getting extra school credits

open admission policy

flexibility in scheduling

availability of remedial courses

services available to help mature returning students

institution of an active program for the Handicapped students by the College

the Mayor's Program providing 100% tuition reimbursement for courses taken by employees of the City of Baltimore at CCB.

B. Other-Race Recruitment

At the Community College of Baltimore, White students constitute the "Other Race" category. We have been making efforts to attract more White students. The Affirmative Action Committee of the College has been exploring practical approaches to accomplish our goal. Meetings with students and other knowledgeable persons have produced a number of suggestions which are continuing to be explored. In addition, the President has appointed a broad-based student recruitment committee, known as "The Marketing Committee for Recruitment and Retention." That Committee made a number of recommendations which are being studied by the Long Range Planning and Development staff of the College. That staff has been assigned the responsibility for monitoring and implementating recommendations.

As an added incentive to prospective students and to improve eating conditions for all students and employees of the College, the College cafeteria has been completely remodeled and food services have been improved substantially. Some of the improvements should also be very helpful to our evening students.

Security and parking privileges have been improved and expanded for everyone. A Security and Safety Coordinator has been designated.

The College registration and admissions procedures have been refined and improved. In this connection, a series of communication workshops are being held to improve communications within the College family and Community. Hopefully, these workshop discussions will make all of us at the College more sensitive in our dealing and working with students.

The College is in the process of reestablishing a long dormant Alumni Association. It is our expectation that such an organization could help the College in certain funding areas and equally important could be an important vehicle for publicizing the current vitality of the College and its accomplishments. This could help the College in its recruitment programs for students from the entire community.

It is our hope that all of the above should be helpful in our recruitment and retention of students.

II. RETENTION RATES

February 1977 - 71.4%
September 1977 - 64.2%
September 1978 - 59.8%

The decrease in the retention rate for 1978 is a result of the dramatic decline in the enrollment in the Fall semester. This decline was caused primarily by changes in the B.E.O.G. processing procedures which rejected funding for about 1,000 persons who indicated an intent to enroll at CCB. Most of the rejections resulted from the new processing procedures and not due to lack of eligibility for funding.

III. FINANCIAL AID

While we are fairly successful in accommodating the needs of our students, the large number requesting assistance compels us to reduce the amounts requested and needed by some of the students. About 86% of the financial aid goes to Black students. The College has more female than male students and as would be expected more females receive financial aid than do their male counterparts.

The average award to a student, including all financial aid, is approximately $950 per year.

IV. EMPLOYMENT COMPOSITION

A. Full-Time Faculty, Administrative Positions and Other Positions

The major goals of the College for the years 1976-1979 are to continue to improve the representation of the Black faculty, increase the number of Black chairpersons and increase the number of Women and Black administrators. As of February 1979, the College Black faculty represented 28% of the total as compared with 17.8% in 1976. The goal is 35%. With regard to Black administrators, the College has met its goal of 35%. As of February 1979, the attainment was 37% compared with 29% in 1976. Since our goals were based upon minimum attainment, we will proceed to try to attract Black administrators consistent with our Affirmative Action Plan.

With regard to Women administrators, we are not doing as well as we had hoped. There has been a slight increase in numbers, from five to six administrators, the percentage rate from 16.1% in 1976 to 21.1% in February 1979. The College will of course continue its efforts to improve the situation. The College now has six Black Chairpersons compared with one in 1976.

B. Professional Non-Instructional Personnel

Employees holding positions as counselors, vocational and comparable status positions are basically in good racial balance. Our objective has been to increase the percentage of Black persons who are working in the library, the percentage has risen from 0% in 1976 to 36% in 1979.

C. Classified Personnel

The racial composition in this area is presently 67% Black as compared with 60% in 1976.

V. ADMINISTRATIVE COORDINATION

There continues to be a significant minority presence in the policy, planning and decision-making areas of responsibility of the College. More work remains to be done in placing Women in key policy and decision-making positions.

I. STUDENT GOVERNMENT

The Student Government Association of the Community College of Baltimore is the governmental body of the student body. It is an integral part of the College community and is recognized in this College as a contributing factor in the overall government of the College. This organization exists primarily to:

1. Exercise the privilege of a self-governing student organization according to the Student's Constitution.
2. Foster the awareness of student's rights and responsibilities.
3. Develop good leadership qualities in the Student Government Association as well as in those students working with the Student Government.
4. Provide social, cultural, and recreational activities that will enhance the students educational experience.

Since White students are in the minority in the Student Government Association, the present officers have approached these students personally in order to request their participation in the organization and to make the White-Black representative ratio more balanced. Because the majority of White students are in curricula, such as the Allied Health Programs, they do not have the time to give to the SGA organization. However, the College student newspaper, sponsored by the SGA, has increased the number of White students on its staff.

This is the primary reason for the imbalance in the present ratio. However, we are still working to achieve a better balance.

Midyear Desegregation Status Report
Dundalk Community College
1979

STUDENT COMPOSITION

Race - This semester 90 percent of the student body is white. The black student population constitutes 7 percent of the total, a decrease of 1.32 percent recorded last year.

In the Dundalk area, the black population is 5.6 percent of the total, according to the 1970 census.

Age - The average age of our full-time students is 23 while for our part-time students it is 30. This is a decrease over the full-time figures for last year. Thirty-two percent of the student body is over 30 years old.

Sex - The male/female ratio among full-time students is equal. The male/female ratio among part-time students is 58 percent male and 42 percent female.

The admissions efforts of the College are focused in Baltimore County especially in the Dundalk area. The staff of the Student Services at the College maintain regular contact with the local public and private high schools. The Director of Admissions coordinates recruitment efforts and maintains articulation with the other community colleges on any cooperative recruitment effort. The Admissions Office maintains a liaison with the Public Relations Office to disseminate recruitment information to the local citizenry.

In addition, the faculty of the College conducts many service programs off campus in all sections of the community. These programs serve as an outreach of the institution into the community and manifest the tenet that the College is part of the community.

Students can enter any phase of the campus activity program at any point during the year. The activities are organized to include both full- and part-time students. Members of the community are encouraged to participate in many facets of campus life.

Midyear Desegregation Status Report
Dundalk Community College
1979

ADMINISTRATIVE COORDINATION

The College's affirmative action plan was approved by President and staff in April of 1978. This plan requires minority representation on all College Councils and Committees appointed by the Dean. In addition, Division Chairpersons are required to encourage full participation of minority faculty in decision making and leadership roles within each academic division. The approved plan also requires the administration of the College to establish specific and result-oriented goals and timetables for the plan's implementation.

In compliance with the plan, a personnel officer was hired on a full-time basis and an affirmative action officer was hired part-time. These two staff members are currently working in conjunction with the chairperson of the affirmative action committee to see that all aspects of the plan are implemented.

The affirmative action committee is preparing a statement on institutional racism and developing policies for the hiring of part-time faculty which will become part of our affirmative action program.

PROGRAM COOPERATION

The Power Engineering, Labor Studies, and Floristry Programs are regional programs, serving Baltimore County, Baltimore City, and the counties contiguous to Baltimore County. In addition, Dundalk Community College cooperates with Catonsville Community College and Essex Community College in offering two cooperative programs on the Dundalk campus, one in Criminal Justice and another in Data Processing. In addition, Dundalk currently offers Legal Assistant courses at Catonsville, and, in the Fall 1979, Dundalk will offer Real Estate courses at Essex Community College.

The College has offered a successful workshop on Non-Traditional Students and is currently seeking ways to provide increased programming for disadvantaged students. Also, the College has an articulation program with Coppin State College in Special Education.

Midyear Desegregation Status Report
Dundalk Community College
1979

FINANCIAL AID

Financial assistance is available to both financially dependent and financially independent students. The basic criterion for receiving financial assistance is need. A number of options for financial assistance are available to meet educational expenses. They include Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, on-campus part-time employment, state scholarships and grants, and a limited number of community scholarships and federal loans. In addition, tuition payment deferments are available; students should make arrangements for these prior to registration. Guidelines have been developed by the College, State and federal agencies to govern the awarding of financial assistance. Awards are made to eligible students regardless of race with priority to the neediest applicants. All applicants must demonstrate financial need and academic capability.

With regard to the adequacy of these funds, the Basic Grant Program has supplemented education expenses of our students but has not completely met their need. Even with assistance from the other programs there are still students with financial needs at Dundalk Community College.

The following is a profile according to racial composition of the students who received financial aid as of March, 1979 for the academic year 1978-1979.

TYPE OF AWARD	BLACK	WHITE	OTHER	TOTAL
Basic Educational Opportunity Grant	165	272	11	448
Supplemental Educational Opportunity Grant	13	34	0	47
College Work Study	41	138	7	186
National Direct Student Loan	7	13	0	20

Midyear Desegregation Status Report
Dundalk Community College
1979

EMPLOYMENT COMPOSITION

The following information on employees is taken from the EE-06 Form submitted to the Federal government in February, 1979. Dundalk Community College has a total of 279 employees, of these employees 19 or 6.8 percent are black.

There was a total of 155 full-time employees of which 17 are black, 3 Asian, 2 Indian, and 1 Hispanic. Of the 124 part-time employees, 2 are black.

Announcements of all available professional positions are regularly sent to the Deans of colleges and universities in the area which have predominantly black student bodies, including Community College of Baltimore, Coppin, Morgan, and Howard. These positions are also advertised in newspapers which reach a black readership, including the Baltimore Afro-American, the Baltimore Sun and the Chronicle of Higher Education.

Our Affirmative Action Guidelines specify that qualified minority candidates be considered for all academic positions. When these guidelines are accepted, increased recruitment efforts will be made by our Affirmative Action Office and by divisions of the College to attract applications from black professionals for our faculty and administrative staff.

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

ESSEX COMMUNITY COLLEGE

1979

Essex Community College continues to be a two-year co-educational institution offering classes throughout the year for both part-time and full-time students. Courses are scheduled day and evening during the week and on weekends at the campus and at Neighborhood College Center locations.

Essex Community College clearly states at the beginning of its publicly circulated catalogue that no person shall, on the basis of race, color, sex, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this institution. To further this over-all opportunity for self-advancement, the College functions as a cultural center for the community and thus provides a source of enrichment for its citizens and a stimulus for raising their levels of aspiration and accomplishment. Essex Community College believes that one of the primary responsibilities of a democracy is to provide for the education of the individual citizen to his maximum ability. Because the local community is the center of American life, the community must always have a direct concern for the self-realization of its citizens. The accomplishment of this objective is a major concern of the community college. Therefore, to maximize their chances of success, Essex Community College maintains an open door to all citizens of the community which it serves who may profit from attending.

STUDENT COMPOSITION

The 1978-79 Essex Community College enrollment of 9,785 students reflects a 1% increase over the previous year 1978-79. Of this 9,785 student enrollment, 2,633 are full-time and 7,152 are part-time. The distribution of men and women breaks down to 43% and 57% respectively. 67% of the students enrolled are 21 years of age or older. 88% of the students are residents of Baltimore County. 86% of the students are working either part-time or full-time.

The continual comparison statistical reports over the past 12 years reflect a larger portion of the student body pursuing a part-time program. Women enrollment continues to be on the upgrade.

The minority student enrollment continues to increase at Essex Community College. This enrollment encompasses between 4% to 5% of the student body. In 1974 the enrollment of minorities was 2.9%; thus we have an increase of 1.1% again this year and over the past five years have fluctuated from 2.2% to 4% student minority enrollment. We continue to be proud of this increase considering the community that Essex Community College serves it composed of approximately 5% minority citizens.

Essex Community College continues to actively recruit minority students through cooperative programs with its sister colleges, Catonsville and Dundalk. The main thrust, though, is through the high school recruitment program where a representative from the admissions office visits local high schools once a month and works closely with the students and counselors.

The College is more than concerned about not only making itself accessible to all members of the community but in providing a meaningful learning experience as well. The counseling staff at Essex is available to provide a broad range of services ranging from personal counseling and diagnostic evaluation to a well-established, comprehensive reading and study skills program.

Essex Community College strives for the continued encouragement of minority students to participate in campus activities ranging from intercollegiate athletics to the Black Student Union. The BSU has upgraded and increased its variety of activities during the year with its continued aims of promoting black awareness on campus and within the community.

FINANCIAL AID

The Financial Aid Office at Essex Community College administers federal, state, and institutional programs and strives to assist students financially in completing their educational objectives at the College.

Essex participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participating colleges in CSS subscribe to the principle that the amount of financial aid granted a student should be based on financial need.

The philosophy of the Financial Aid Office is to provide a "package" of financial assistance for the express purpose of helping a student meet educationally related expenses. The specific "package" offered any student is contingent upon the availability of funds and the student's demonstrated financial need. Financial need represents the difference between the cost of attendance and the amount of resources available to the student.

The entire financial aid program has grown at a rate that exceeds that of the enrollment growth of the College. The present and projected total level of funding of the financial aid programs will be adequate to meet the needs of our students through fiscal year 1980.

For the minority distribution see Appendix (A) following this report.

EMPLOYMENT COMPOSITION

The Faculty of Essex Community College has a racial composition that incorporates 3 Black and 5 Asians among its 190 members. The Administration has 2 Black members and the Classified Personnel of the College has a representation of 20 Black personnel among its 416 employees, with an additional 5 Asians.

Essex has been operating under a firm endorsement by the Administration of an active Affirmative Action Plan. Every effort has been made to openly recruit by advertising all positions of employment at the College. With a new revision and issue of job descriptions and the standardization of all testing in each employment position we hope that our added efforts will begin to encourage more blacks and minorities to seek employment at this institution. We are most aware favorable conditions to attract minorities must exist at the College and have reviewed and revised our efforts with vigor.

Additionally, newly instituted evaluation forms and promotional incentives have encouraged our Classified employees to pursue upward mobility programs that are under the direction of the Office of Personnel Services at Essex Community College.

ADMINISTRATION COORDINATION

The Administration of Essex Community College firmly supports the Affirmative Action Plan, the Office of Personnel efforts and the general campus attitudes that Essex can improve its racial and other minority representation and has endorsed all of the efforts made by providing personal support and funding to continue the programs the College has instituted.

The Administration has made a positive effort to assure that what racial and minority members that are part of our employment composition are active in our policy making decisions, as well as their recognition of female representation.

PROGRAM COOPERATION

Essex Community College is one of the three Baltimore County Community Colleges. All the efforts of this report are equally supported and participated in by its sister colleges of Catonsville and Dundalk. The Board of Trustees governs the three institutions and encourages each and all in its efforts to encourage racial and minority representation in each segment of the College population.

1978-79

Male	572
Female	647
White	913
Black	289
Asian	15
American Indian	2

Grants & Scholarships

White Male	465	Black Male	130
White Female	505	Black Female	198
Asian Male	7	American Indian Male	2
Asian Female	12	American Indian Female	0

Loans

White Male	40	Black Male	12
White Female	77	Black Female	35
Asian Male	0	American Indian Male	0
Asian Female	1	American Indian Female	0

Work-Study & Student Aid

White Male	77	Black Male	24
White Female	147	Black Female	44
Asian Male	2	American Indian Male	0
Asian Female	3	American Indian Female	0

4/6/79

Fifth Mid-Year Desegregation Status Report

Frederick Community College

1979

Introduction

Co-educational, public, comprehensive community college including two-year degree and certificate programs in Arts and Sciences, Business Administration, Business Management, Data Processing, Dental Assisting, Nursing Education, Teacher Education, Secretarial Science, Electronics Technology, Park Operation and Management, and Aircraft Maintenance.

Fifty-six full-time faculty and professional staff members serviced 1,741 students enrolled in credit courses. An additional 5,000 enrollees of all ages were serviced in non-credit short-term continuing education courses.

Student Composition

Student enrollment in credit courses at Frederick Community College has increased from 1,089 in the Fall of 1972 to 1,741 in the Fall of 1978, an increase of 60%. With few exceptions students reside in Frederick County and the mean age of the student population is 24. During the Fall of 1978, 84 students enrolled are classified as American Indian, Negro, Oriental and Spanish surnamed, or 4.8% of the total enrollment.

The College is and has engaged in a comprehensive plan to recruit students.

- Students in grades 8-12 are bused to the campus for recruiting purposes on a regular schedule.
- College recruiting teams made up of faculty-counselors-admissions officers visit local high schools on a regular schedule.
- A systematic and extensive program of public information and advertisement is pursued each year.

Black Student Enrollment

Year	No.	% Student Population	% Increase-(Decrease)
1972-73	55	5.1	
1973-74	64	5.1	16.4
1974-75	74	5.1	15.6
1975-76	94	6.0	28.8
1976-77	101	5.5	7.5
1977-78	89	4.0	(11.0)
1978-79	64	3.7	(28.0)

The College is well aware of its obligations to serve the disadvantaged. Progress has been achieved by a comprehensive recruitment program and will be supplemented by a special effort to establish a Developmental Student Program with federal funding under the Special Services for Disadvantaged Students Program.

During the past five years, the total County population incresed by 13%, while the black population percentage remained constant. The enrollment of black students at Frederick Community College has decreased the past two years which seems to be a state-wide phenomenon.

Financial Aid

An analysis of financial aid provided to disadvantaged students from 1975 through 1979 reveals a 57% increase.

The following is a breakdown by each fiscal year:

	1975-76		1976-77		1977-78		1978-79	
INCOME LEVEL	# AIDED	AMOUNT	# AIDED	AMOUNT	# AIDED	AMOUNT	# AIDED	AMOUNT
$0 - $2,999	20	$16,946	29	$30,771	22	$33,857	24	$37,494
$3,000 - $5,999	22	14.690	20	17,175	18	13,371	18	21,249
$6,000 - $7,499	13	9,835	11	8,018	8	6,120	9	10,297
$7,500 - $8,999	13	8,855	9	6,583	13	9,578	11	10,034
	68	$50,326	69	$62,547	61	$62,926	62	$79,074

Employment Composition

The College employs a total staff of 99. Of this group 56 are professional faculty and staff members, and 43 are supportive personnel. This work force is supplemented by a number of part-time personnel.

The full-time staff includes one black administrator and two oriental faculty members. The supportive staff membership includes two blacks and one Spanish-American (sources: SBHE Form E-1, Fall, 1978).

The college has developed and adopted an affirmative action plan which provides a detailed description of actions taken to insure equal employment opportunities at the College.

Administrative Coordination

The administration of Frederick Community College strongly supports the goals of the affirmative action plan. Every effort has been made to encourage more blacks and other minorities to seek employment at Frederick Community College.

FIFTH MIDYEAR DESEGREGATION STATUS REPORT

GARRETT COMMUNITY COLLEGE

1979

Garrett Community College is a comprehensive and community-oriented college located adjacent to Deep Creek Lake in McHenry, Maryland. Admission is granted without regard to race, creed, color, sex, age or national origin. The College opened in the Fall of 1971. It is accredited by the Maryland State Department of Education and the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Garrett County is a rural, low socio-economic and Appalachian area. The county has a population approximating 24,000 with a proportion of non-caucasians of less than one percent.

STUDENT COMPOSITION

Our Fall 1978 enrollments included 271 full-time and 294 part-time students. This enrollment was similar to that of 1977. Fifty-five percent (55%) of our students are male. Fifty-eight percent (58%) are freshmen. Eighty percent (80%) of our students reside in Garrett County; sixteen percent (16%) came from other counties in Maryland and the remaining four percent (4%) came from New Jersey, Pennsylvania and West Virginia. Our black enrollments have included one in 1976, three in 1977, and five in 1978. Of the five , three are sophomores, persisting from 1977.

Our recruitment actions, including advertising, high school visitations, participation in college fairs, emphasize equal opportunity for all applicants. As we continue to recruit and enroll minority students, they are, and will be encouraged to participate in any and all campus activities.

FINANCIAL AID

Garrett Community College participates in the Federal grants, college work-study and loan programs. Additional aid is available from state and local agency sponsored scholarships. Thirty-nine percent (39%) of our full-time students receive financial aid. An average award approximates $741. Our annual allocation of student aid funds has been adequate to meet the needs of students qualifying for aid. Four of the five non-caucasian students now enrolled each receive student financial aid, averaging $1,297 for each student.

EMPLOYMENT COMPOSITION

The college employs 66 full-time faculty, staff and non professionals and 29 part-time faculty and staff, all of whom are caucasian.

Professional and faculty recruitment is nationwide. Six percent (6%) of applicants for three professional positions this year were minority, specifically Black. None has sufficiently qualified to employ against the vacancies being filled.

Support staff recruitment is countywide. A fifty mile radius is covered. Seven position vacancies were advertised to which 115 persons responded. None of the applicants indicated a minority status.

Our recruitment efforts stress equal employment opportunity and affirmative action.

ADMINISTRATIVE COORDINATION

The Garrett Community College administration strongly supports the goals of the affirmative action plan. All Garrett Community College employees do participate in policy making processes where those policies are of concern to them. Our faculty and personnel policy manuals were developed with input and approval by all employees.

PROGRAM COOPERATION

The Garrett Community College staff has understanding of, and cooperates with, desegregation programs of other institutions in this region.

FIFTH MID-YEAR DESEGREGATION STATUS REPORT
HAGERSTOWN JUNIOR COLLEGE
1979

Hagerstown Junior College is a community-oriented public two-year college which acts upon the belief that all who seek further education should have this opportunity. Hagerstown Junior College is designed to satisfy the needs of people to be served by: (1) developing the skills and basic intellectual qualities in them for further education and occupational competence; (2) expanding their knowledge about themselves and the world in which they exist; (3) providing them with the opportunity to pursue cultural and intellectual interests; (4) encouraging them to think logically and critically; (5) aiding them in the realistic appraisal and fulfillment of their goals, abilities, and achievements; and (6) fostering an awareness of their obligations in a democratic society.

Hagerstown Junior College endeavors to serve the educational needs of the community by performing these educational functions:

General Education -- providing for all students additional general education background and experience in conjunction with study required for the continuance of formal education or the direct pursuit of a career field.

Transfer Programs -- offering a variety of two-year curricula which parallel the first two years at a four-year college or university.

Career-Oriented Programs -- making available curricula which prepare the individual for immediate employment in technical and business fields at the semi-professional level.

Directed Studies -- offering courses to reinforce academic skills and strengthen the transition into transfer and career programs by special studies, a Reading and Study Skills Center, and substantial assistance from counseling, motivational attitude training, and placement service.

Continuing Education -- providing courses that make it possible for interested individuals to acquire new skills, to explore new interests, to upgrade existing talenst, or to expand cultural horizons.

Counseling -- making available the testing, guidance and counseling services that will assist the student in becoming aware of his potentialities and interests, as well as his limitations.

In the area of degree-credit education, Hagerstown Junior College currently offers eight transfer curricula (with options) and thirteen career-oriented curricula (with options) leading to the Associate in Arts degree. The transfer curricula are in Arts Sequence, Business Administration, Communications, Engineering, General Studies, Mathematics, Science (with Biology, Chemistry, and Physics options), and Teacher Education. Career-oriented curricula include Accounting and Business, Administration of

Justice (with a Correctional Services and Police Services option), Data Processing, Early Childhood Instructional Aide, Electrical Engineering Technology, Mechanical Engineering Technology, Hospitality (including a Hotel-Motel option), Human Services Technology, Management, Merchandising, Nursing, Radiologic Technology, and Executive Secretarial. In addition, five certificate programs are offered: Administration of Justice -- Correctional Services or Police Services, Paramedic, Professional Clerk-Typist and Secretarial Administration.

In the area of community services, the College plans, promotes, conducts and evaluates the following activities: non-credit courses; credit courses especially designed and scheduled for adults; conferences, institutes, workshops; cultural activities; health and recreational programs; manpower training programs; special events and activities; and programs offered in cooperation with state and local agencies, civic organizations, business and industry, and other colleges and universities.

Student Composition

In the fall of 1978, degree-credit enrollment at Hagerstown Junior College showed an enrollment of 1,033 men and 1,211 women for a total headcount of 2,244. Of this total, 866 were enrolled on a full-time basis and 1,378 on a part-time basis. Of this degree-credit enrollment, 2,106 (93.8%) were white and 138 (6.2%) were non-white; this reflects a change from the fall of 1970 when 1,305 (98.6%) were white and 19 (1.4%) were non-white. Some of the trends in student enrollment over the last few years which are evident includes:

1. An increase in the number and percentage of female students -- Fall 1970 was 62.2% male and 37.4% female while Fall 1978 was 46% male and 54% female.

2. An increase in the number and percentage of part-time students enrolled -- Fall 1970 showed 64.3% full-time and 35.7% part-time while Fall 1978 shows 39% full-time and 61% part-time.

3. Relatively little change in the average age of students enrolled, because the increased age brought on by the higher number of part-timers has been offset by the growth in the number of high school students currently enrolled -- the average age remains in the 25-27 range; and

4. An increase in the number and percentage of students enrolled in career programs -- Fall 1970 had 71.4% transfer and 28.6% career while Fall 1978 had 36% transfer, 47% career and 17% special.

Currently, approximately 83% of Hagerstown Junior College students come from Washington County, 4% from other Maryland counties, and 13% from out of state. Most of these students are first-generation college students and approximately half of the full-time students work while they are attending college.

Justice (with a Correctional Services and Police Services option), Data Processing, Early Childhood Instructional Aide, Electrical Engineering Technology, Mechanical Engineering Technology, Hospitality (including a Hotel-Motel option), Human Services Technology, Management, Merchandising, Nursing, Radiologic Technology, and Executive Secretarial. In addition, five certificate programs are offered: Administration of Justice -- Correctional Services or Police Services, Paramedic, Professional Clerk-Typist and Secretarial Administration.

In the area of community services, the College plans, promotes, conducts and evaluates the following activities: non-credit courses; credit courses especially designed and scheduled for adults; conferences, institutes, workshops; cultural activities; health and recreational programs; manpower training programs; special events and activities; and programs offered in cooperation with state and local agencies, civic organizations, business and industry, and other colleges and universities.

Student Composition

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Currently, approximately 83% of Hagerstown Junior College students come from Washington County, 4% from other Maryland counties, and 13% from out of state. Most of these students are first-generation college students and approximately half of the full-time students work while they are attending college.

Hagerstown Junior College has made consistent and positive recruitment efforts for other race faculty and administrative staff whenever openings occur. Included in these efforts are advertising in most major newspapers and leading black newspapers (such as the Afro-American newspapers), Affirmative Action Register, and Chronicle of Higher Education. In addition, direct contacts are made with the placement offices of the major black universities which might supply minority applicants. Documentation is maintained at the College in order to monitor the results of these recruitment efforts.

Administrative Coordination

Members of the College community are provided the opportunity and are encouraged to serve on various College policy-recommending committees -- this includes faculty, administrators, classified staff, and students.

Program Cooperation

Hagerstown Junior College is currently involved in cooperative program efforts with the Maryland Correctional Training Center. Included is a college program for inmates at MCTC as well as an opportunity for certain inmates to attend courses on campus. Also included is a provision for MCTC correctional officers to attend HJC courses either at the institution or on campus. Other cooperative program efforts exist with Fort Ritchie, Hagerstown Business College, Maryland College of the Air, The University of Baltimore, Coppin State College, and Frostburg State College.

FIFTH ANNUAL MIDYEAR DESEGREGATION STATUS REPORT

1979

HARFORD COMMUNITY COLLEGE

DESCRIPTION

Harford Community College is a comprehensive two-year college with a goal of assisting the student in bringing about positive change in his/her life situation. Philosophically, the College is committed to extending educational opportunities at the immediate post-high school level by providing low-cost, high quality education within commuting distance of all citizens in the County, and by offering broad and flexible programs of study such as: general education, college or university transfer programs, career education, continuing education, and student development and services.

The College has grown from 119 students and 3 full-time faculty members in 1957 to 83 full-time faculty members and 147 part-time faculty in 1978, to serve over 7,000 credit and continuing education students. The campus is located thirty miles north of Baltimore and three miles east of Bel Air, on Maryland Route 22, on 204 acres in a prime area of Harford County.

Harford Community College is fully accredited by both the Middle States Association of Colleges and Secondary Schools and the Maryland State Department of Education, and holds membership in numerous national, regional, state and local professional associations.

STUDENT COMPOSITION

The proportion of part-time students has risen dramatically during the past decade. In 1968, 42 percent of our students were part-time. By the fall of 1978, this figure had risen to 72 percent.

The average age of our students is rising significantly. In 1968, only 19 percent of our students were 26 or older. In the fall of 1978, this proportion had more than doubled, with 48 percent being 26 or older. The growth of the College among part-time students has assisted in this upward motion. Among full-time students, 73 percent are 20 or below, while among part-time students, 83 percent are 21 or above.

The number of women attending part-time has nearly doubled since 1968 and is now over fifty percent of the enrollment. The proportion of men attending full-time (46%) and women attending full-time (54%) has remained fairly constant.

While single persons constituted almost seventy percent of the students in 1968, in 1978, single students comprised only 39% of the enrollment. The major increase was among students attending full-time where 87 percent are married. There has been a definite decrease over the past five years of persons who are divorced, separated, and widowed.

The change in racial composition has not changed significantly. Minority persons constituted 8.4 percent of the population of Harford County in 1970. In the fall of 1978, minority enrollment constituted 10 percent of the student body.

Extent of employment among part-time students has been fairly stable during the past five years. The majority work 40 hours or more per week. Among full-time students 77 percent are not employed. This is understandable since full-time students take on greater work loads during the fall semester.

There is no specific retention program at Harford Community College. However, retaining students is a real concern of the College and has resulted in the following specific special courses aimed at improving specific skills:

Reading and Study Skills Laboratory
Mathematics Laboratory
Career Decision Making Course
Dynamics of Human Interaction
Human Potential Seminar
Pre-Nursing Seminar
Modification of Basic English Composition Course
Pre-Chemistry Course
Math for Nurses

Students are encouraged, but not required, to take these courses as needed. The intention is that the chances of the student's academic success is improved by these courses and their retention is more likely.

FINANCIAL AID

Harford Community College participates in all the federal programs (Basic Grant, Supplemental Grant, National Direct Loan, Nursing Scholarship and Loan, Work Study). There is no financial aid earmarked for any minority group because it is in violation of Titles VI and IX. However, it is not necessary because the Basic Grant Program is an entitlement and if the student demonstrates need, the funds are available. Students who indicate an interest are counseled in an interview situation and in group sessions in the community on the availability of aid from federal, state and local resources. In the case of racial minorities, statistics reveal that black students receiving financial aid at Harford are of a higher percentage than the other minority students.

EMPLOYMENT COMPOSITION

Harford Community College's full-time teaching faculty includes fifty-one males and thirty-two females with one percent racial minority representation. The administrative managerial staff includes twenty-four males and six females with three percent racial minority representation. The full-time classified staff reflects seven percent minority representation which includes thirty-six males and sixty-five females.

All open faculty and administrative positions are advertised in several newspapers such as the Baltimore Sun and New York Times, The Chronicle of Higher Education, two Black newspapers, two Spanish-language newspapers, and/or in one Indian newspaper.

It is the policy of Harford Community College not to discriminate on the basis of national origin, race, or sex in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. These efforts will continue in the future and are monitored by members of the Affirmative Action Committee which can notify an office on campus of non-compliance of Affirmative Action Plan of Harford Community College. Currently, at least two members of the Committee read the Applicant Status Report submitted to the Committee Chairperson each time a position is filled to determine if any violations of the guidelines occurred.

Further, educational seminars have been held for those hiring and more are planned for all persons on campus who hire. The Affirmative Action Plan is being translated into measurable guidelines to futher this effort. To date, full cooperation has been forthcoming from all areas of the College community.

Lack of funds and staff have prevented Harford Community College from developing a formal on-going in-service training program. However, full-time employees are encouraged to take advantage of the tuition waiver offered by the State to participate in courses offered by the College. In some cases, employees are allowed to take courses during working hours if the course is job related and the released time is made up.

ADMINISTRATIVE COORDINATION

Most committees that require classified representation are appointed committees. The administration insures minority representation. On elected committees, minority representation has been consistently made available.

PROGRAM COOPERATION

Both our Affirmative Action Committee and our E.E.O. Officer have participated in cooperative workshops presented for the purpose of disseminating information related to these areas. We have also cooperated with other institutions in a job-posting, job-advertising project. This is being refined and formalized into a job bank within the State of Maryland.

FIFTH MID-YEAR DESEGREGATION STATUS REPORT
HOWARD COMMUNITY COLLEGE
1979

Introduction

Howard Community College continues to recognize that its mission is to serve the postsecondary educational and cultural needs of the local community. The College believes that no organization, community, or nation -- especially a democratic one -- can function at maximum effectiveness unless the involved individuals are knowledgeable and possess the requisite skills to assist them to become contributing members of a community.

The College continues to recognize the importance of the growth of the individual (regardless of age, creed, race, sex, or handicap condition) and believes that through its educational offerings, the student should be assisted in developing intellectual curiosity, independent judgment and critical thought. As a result of his/her interaction with a diverse faculty and student body, the student should be more aware of individual differences and, therefore, more tolerant and capable in his/her dealings with other human beings. Furthermore, during the student's courses of study, he/she should be assisted in acquiring methods of obtaining knowledge and solving future problems as part of the lifelong process of learning.

In implementing its philosophy, the College utilizes the systematic approach to instruction, employing measurable objectives in all courses. Many learning programs are self-paced and individualized, allowing students to progress at their own rates. The College has instituted a non-punitive grading system which allows students with unique learning rates to utilize more than one semester in completing a course. It further offers developmental reading, writing and mathematics programs which allow academically disadvantaged to overcome deficiencies.

Student Composition

A. Narrative Profile

Data on student composition by race, sex, county of origin, full-time/part-time status, first-time/returning has been filed in Howard's HEGIS and SBHE reports. (See Opening Fall Enrollment; Residence by County of Origin; Application, Acceptance and Admission; Enrollment by Program and Race.) Data in these reports point out that 15 percent of Howard's students who provide race information are minority group members and 68 percent are females. Minorities and females are enrolled in every college program except one. The Vision Care Technology Program, a new program with only 24 students, currently has no minorities. However, one of the two full-time instructional staff for this program is a minority. Thirty-two percent of the minority race students are enrolled full-time as compared to 25 percent of the non-minority race students. Thirty percent of the males as compared to 23 percent of the females are enrolled full-time. The median age of the HCC student body is 27.7 and the mean age is 29.3. Since Howard is projected in the Maryland Desegregation Plan to have 12 percent minority student composition by 1980, the College has already exceeded the goal.

B. Recruitment Efforts

Howard Community College is an open enrollment college and does not discriminate on the basis of race, sex, age, religion, national origin or disability of qualified handicapped. The proportion of minority students enrolled at HCC currently is above that which is projected in the State Desegregation Plan for the year 1980. Every effort continues to be made to develop recruitment literature which is appealing to persons of any race or sex and the affirmative action policy statement is being included in all recruitment literature. Furthermore, the Dean responsible for the College's recruitment efforts and the Director of Admissions are both minority group members.

C. Retention Rates

The Maryland State Board for Higher Education required that Howard file a report in Fall 1978 entitled, "Student Progression". The report relates to retention by race and sex. A research project, currently in progress as part of the College's reaccreditation process, is identifying factors which correlate with student success at Howard Community College and includes race as a variable. This information will then be utilized to identify potentially unsuccessful students so that special academic assistance and counseling can be provided.

Financial Aid

Howard annually files an SBHE report entitled, "Number of Students Receiving Financial Aid". Data in this report indicate that 72 percent of the College's financial aid dollars are awarded to women (68 percent of the College's students are female) and 43 percent of the College's financial aid dollars go to minorities (15 percent of the College's students whose races are known are minorities). Thus, the financial aid programs are serving minorities and women very well.

Employment Composition

A. Narrative Profile

Howard completes a number of HEGIS and SBHE reports each year pertaining to staff composition and salaries by race and sex. These include "Employees in Institutions of Higher Education", "Salaries of Full-Time Employees", and "Faculty by Instructional Program". Thirty-three percent of the new full-time staff added to the College between October 31, 1977 and October 31, 1978 are minorities. Twelve percent of the part-time staff additions are minorities. Two of two full-time administrators hired during this period are minorities. Forty-six percent of the full-time professional staff are females. Goals for staff hiring are outlined in the College's Affirmative Action Plan.

B. Recruitment Efforts

The College filed its Affirmative Action Plan with the State Board for Community Colleges and the Department of Health, Education and Welfare on January 28, 1976. These Affirmative Action guidelines have been followed since their approval by our Board of Trustees on October 23, 1975.

When the Plan was first completed, underutilization of minorities existed in eight of fifteen employee categories. The most recent analyses indicate that currently there is no underutilization as far as full-time employees are concerned, and that the College is also close to attaining its goals in part-time employee categories.

Administrative Coordination

Because of substantial numbers of females at Howard, nearly every policy-making committee has female representation. Because we have goals for minority staff members, however, it is not always possible to have minority staff members on all policy-making committees. Minority group members are participants in the College Internal Governance System, which is the primary policy-making mechanism within the College.

Program Cooperation

The College's Bio-Medical Engineering Technology and Vision Care Technology programs, because of their unique natures, are available to students from other Maryland counties at in-county tuition rates.

FIFTH MIDYEAR DESEGREGATION STATUS REPORT
Montgomery Community College
1979

Introduction

Montgomery Community College, the first such college in the State of Maryland, was organized in the spring of 1946 as the higher education division of the Montgomery County School System. Today Montgomery Community College is a comprehensive multi-campus institution operating independently from the public school system under the coordination of a State system of community colleges. The College offers the Associate in Arts degree and certificates in diverse curriculums which prepare students for technical and semi-professional careers and for transfer to baccalaureate programs in other colleges and universities. The College also provides through its Community Services offerings a variety of continuing education and cultural programs. The campuses are located at Takoma Park, Rockville, and Germantown, Maryland. In addition, courses are also offered at various sites convenient and accessible to the community.

Among the special programs of the College are individual counseling services for all students to help them in planning their programs of study and a review program for assisting students who desire either remedial work or additional opportunity to develop fundamental skills in mathematics, English, and reading.

In all these programs and services, aimed at the development of the intellectual and cultural interests of its students, Montgomery Community College maintains its commitment to an equal educational opportunity policy which states:

> Montgomery Community College is committed to a policy of equal opportunity in student admissions, student financial assistance, and other student policies and procedures without regard to age, sex, race, color, religious belief, national origin, or handicap.

A similar policy governs the employment practices of the College. This policy is:

> Montgomery Community College is an Equal Opportunity Employer and as such does not discriminate in any of its personnel policies or procedures against any employee, or applicant for employment, on the basis of age, sex, race, color, religious belief, national origin, or handicap. Montgomery Community College is committed to undertaking conscious, deliberate action designed to assure equal opportunity for all employees; and to make additional efforts to recruit, employ, and promote members of diverse groups as well as groups formerly under-represented at the various levels of responsibility who are qualified or who may become qualified through appropriate training or experience. It is the goal of the College to encourage all employees to realize their fullest potential, to assist them to function more effectively, and to reach levels of performance commensurate with their abilities and ambitions.

Student Composition

The student enrollment for the 1978 fall semester is 15,389, of which 9% are black, 75% white, and the remainder other minorities, international students, and students whose records do not specify ethnicity. Approximately 37% of all students are considered full-time--i.e., taking 12 or more hours per semester. The average age of students attending the College is 26.34 years and has been increasing steadily during the past several years. Females comprise 55% of the total student population. Thirty-two percent of female students are full-time.

For fall 1978 the Takoma Park Campus continues to serve the largest percentage enrollment of minority and international students. The racial/ethnic breakdown of its total student body is as follows:

White students	54%
Black students	22%
International students	10%
Other minority students	11%
Undesignated	3%

The percentages shown above represent an increase in black, international, and other minority students over last year's enrollment.

The Rockville Campus has a student enrollment as indicated below:

White students	79%
Black students	5%
International students	5%
Other minority students	7%
Undesignated	4%

The above figures include students who are enrolled in the Community Services off-campus credit courses.

The fall enrollment of the Germantown Campus consists of the following breakdown:

White students	87%
Black students	4%
International students	1%
Other minority students	4%
Undesignated	4%

It should be noted that 1978-79 is the first year of on-campus operation for this campus.

First-time entrants to the College in fall 1978 account for 32% of all students enrolled for this semester. Of the first-time entrants, 10% are black and 8% are other minorities (excluding international students). Approximately 42% of the students enrolled for the fall semester are continuing students who have returned for at least the second year.

The recruitment effort of the College is carried on through an outreach program which involves the use of counselor and financial aids personnel as well as direct mailings and advertising through the various communications media. College personnel attend seminars and workshops and visit schools, libraries, shopping centers, and other facilities throughout the County to make potential students aware of the programs and services offered by the College. In addition, the College participates in college fairs and college nights sponsored by local organizations. The College has a separate outreach program for veterans.

It is the policy of the Board of Trustees of Montgomery Community College that all who can benefit from the programs and services of the College should be admitted. Students seek admission to the College for many reasons, and their backgrounds represent a diversity of educational and life experience. In order to accommodate the various interests and goals of persons requesting admission to the College, applicants, depending on their objectives and educational background, are admitted in one of three basic categories: special, matriculated, or community services.

To be admitted as a matriculated student in a curriculum, an applicant need only meet any of the following conditions: be a graduate of a secondary school or its equivalent, have the permission of his/her secondary-school principal to waive the senior year of high school, or have earned twelve hours of college credit with a cumulative grade point average of 2.00 or better at Montgomery Community College or any accredited institution.

A part of the College philosophy is to offer cultural, educational, and leisure programs along with classroom activity to enhance the students' knowledge and appreciation of the arts, humanities, social issues, and the sciences. The student activities area sponsors programs related to various ethnic and special interest groups (international students, black students, and women's groups.) Many of the students, both full- and part-time, participate in these cultural events and courses which concentrate on interests and place emphases on these special groups.

An added feature of Montgomery Community College is the offering of student development courses which aid students in developing study skills and career development. These courses and others like them--The Success Group, Human Potential Seminar, The Emerging Woman, and College Survival--are scheduled on a year-round basis with offerings in the evenings for the convenience of students.

Financial Aid

Student financial aid, which is awarded through the Montgomery Community College financial aids offices, consists of general scholarship funds, Federally funded student assistance, and the College student assistantship program.

The general scholarship fund contains donations and contributions made by professional, civic, and business organizations within the community. The Federally funded programs are the Educational Opportunity Grants, the National Direct Student Loan, College Work-Study, Law Enforcement Education Program, and the Nursing Student Loans and Scholarships.

Of all the students receiving financial aid, the racial/ethnic breakdown for the College is as follows:

Receiving Financial Aid	Percentage
Black	20
Other minorities	19
White	50
Undesignated	11

Employment Composition

In fall 1978 approximately 4% of the 25 administrators in Central Administration are black. Approximately 10% of staff employees in Central Administration are minorities. This figure represents approximately 4% black and 6% other minorities. In addition, there are 18 part-time faculty members assigned to Central Administration, of whom 6% are black. (It should be noted that the faculty members included as a part of Central Administration are assigned to Community Services.)

On the Takoma Park Campus the employment percentages are as stated below:

	Black	Other Minority	White
Administrators	20%	0	80%
Staff	24%	1%	75%
Faculty (full-time)	2%	1%	97%
Faculty (part-time)	4%	0	96%

The employment picture for the Rockville Campus is illustrated below:

	Black	Other Minority	White
Administrators	0	0	100%
Staff	16%	7%	77%
Faculty (full-time)	2%	2%	96%
Faculty (part-time)	2%	2%	96%

The racial/ethnic breakdown for the Germantown Campus is as follows:

	Black	Other Minority	White
Administrators	0	0	100%
Staff	15%	0	85%
Faculty (full-time)	4%	0	96%
Faculty (part-time	0	2%	98%

Whenever recruiting occurs for full-time faculty, administrative, and staff positions, and regardless of the scope of the recruiting efforts, there is the utilization of the resources and publications which have an orientation toward the interests of minority group persons and women. A great deal of consideration is given to internal candidates for positions in order to allow for as much upward mobility as possible. The non-discrimination statement "an equal opportunity/affirmative action/Title IX employer" is included in each advertisement and announcement. The College continues to support and use the State Board for Higher Education's Central Placement Bureau on a regular basis.

Orientation for new employees and placing persons in trainee status for positions in which they are learning the skills for a particular job are a part of the inservice training offered to the College's supporting staff personnel. Over the past year the College Personnel Office has developed inservice training seminars in personnel management for Staff personnel and administrators. Equal opportunity and affirmative action are concepts that are covered as they relate to all aspects of personnel administration and the College's Affirmative Action Program in general.

The Educational Assistance Plan of the College offers up to $400 per employee per year for taking courses which are job-related and for the purchase of books. The stated purposes of this plan are to help all College employees to perform more effectively in their current jobs and to help them prepare themselves for higher-level assignments at the College.

Administrative Coordination

The College's Affirmative Action Committee, which serves in an advisory capacity to the Director of Affirmative Action, was established specifically with minority and female representation. The membership of the Affirmative Action Committee consists of fourteen persons: one faculty member, one Staff member, one student, and one administrator from each of the three campuses; and one Staff member and one administrator from Central Administration. The membership of the Committee is always to include at least three females, at least three minority members, and at least three handicapped persons (not necessarily nine separate individuals).

The College Advisory Council, consisting of persons who are appointed by virtue of their positions, forms a base for the advice needed by the President of the College in matters of importance to the College community. At present the membership of this committee is 6% minority and 25% female.

The Administrators' Senate, Faculty Senate, and Staff Senate are advisory groups whose functions are limited to the College-wide matters of salary policies, benefits, and leave policies. Personnel who serve on the various senates are elected by the various representative groups. There is no minority representation on any of the senates in 1978-79.

Search and screening committees are utilized from time to time for recommending persons to be hired in certain positions. Whenever this mechanism is used, efforts are made to ensure minority and female representation on such committees

Cooperative Programs

Most of the students who transfer from Montgomery College go on to four-year institutions in Maryland. In that regard the College cooperates with other educational institutions in providing time and space for institutions recruiting for the College's transfer students. Furthermore, continuous efforts are made to assure that courses offered are transferable. Sixty percent of the students who transferred to four-year institutions in 1975 transferred to the University of Maryland and other State colleges.

Frequently, the Community Services area offers cooperative programs with other organizations and institutions. Oftentimes introduction to the College through special programs provides an incentive for the participants to come to the College as students. Community Services special programs which have provided job-training skills or have had some attraction for blacks and other minority persons are the Medicine Aide and Geriatric Aide programs in cooperation with the nursing homes in Montgomery County and the Real Estate Continuing Education program offered in conjunction with the Montgomery County Board of Realtors.

The College's Early Placement program is a means of providing a cooperative effort with the area high schools and is used as an incentive and source of encouragement for many high school students to attend the College.

RFC:fcr
3/79

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

PRINCE GEORGE'S COMMUNITY COLLEGE

1979

Prince George's Community College is a community centered public institution concerned with developing human resources in Prince George's County. The College provides post-secondary educational opportunities relevant to citizen needs and goals, with two years of university parallel courses, technical and career education courses based on manpower needs, and Community Services enrichment programs.

College goals provide for: 1) student knowledge of himself and his surroundings, his culture, his ability for critical judgment, and his opportunities for participation in our democratic society; 2) a university parallel program allowing transfer to a baccalaureate institution; 3) occupational programs preparing the student for employment; 4) continuing education for personal enrichment or job upgrading; 5) educational enrichment or community problem-solving through education.

Student Composition

In the fall 1978, the College served 13,828 degree credit students (approximately the same as fail 1977). Off-campus programs at Extension Centers and Degree Centers continued to enroll over 2,000 students. Community Services Programs enrolled over 5,000 students, bringing College services to a level of approximately 19,000 County citizens.

Black students represented 34 percent of the enrollments in Fall 1978. Other non-whites represented four percent of the student body, and white students 62 percent. First time students were ethnically distributed approximately two-thirds black and one-third white.

During the 1970's there has been an increase of enrollments for persons over 25 years of age. In Fall 1973, students 26 or over accounted for 31 percent of the students. The Fall 1975, figure was 40 percent. In Fall 1977, the level was more stablized at 42 percent.

Institutional research data accumulated since Fall 1973 indicate that older students (over 25) women, and black students have been the most important factor in enrollment trends. The student body increased from 7,890 in 1972 to 13,828 in 1978. There was an increase of nearly 3,500 persons over 25, while the student body increased by almost 16,000 persons. There was an increase of over 3,000 blacks. The number of women, however, increased by over 5,000.

Black student participation in career programs is strongest at the present time, at 38 percent, compared with 30 percent in the transfer and 25 percent in special student categories. Black males and females have been nearly equally strong sources of growth.

Since County population data by race were not available after 1976, the 1970-76 period will document population trends. Data were available only for non-white population during the early seventies. But the growth in non-whites was due almostly entirely to blacks. The non-white indicator therefore serves as a proxy for assessing black population increases. According to this method, there was considerable County population change by age and race between 1970 and 1976. Young whites decreased in number, while all black age cohorts increased.

Enrollments of non-whites at the Community College increased from 643 to 3,409 in the 1970-76 period. Thus, was a 430 percent increase. Whites showed only a 49 percent enrollment increase. Important factors in enrollment growth were older whites (older 25) and blacks at all age levels.

Enrollments per thousand County population were calculated separately for whites and non-whites. By this standard, it was found that in fall 1976 there were 19 enrollments per thousand whites and 17 enrollments per thousand non-whites. Decreases in whites under 35 years of age, while blacks under 35 increased, helped to account for these differences. Since the fall term of 1974, there have been continuing strong increases of black students. Black increased from 2,056 in fall 1974 to 4,728 in fall 1978. Whites increased from 7,421 to 8,565 in the same period. Thus, there were approximately two more blacks for every additional white attending Prince George's Community College.

Black leadership in key roles (such as financial aid, veterans advisement, admissions services, educational advisement, and the C.E.T.A.) contributes to the total College effort in meeting minority needs. A former black student is the College's high school articulation specialist, while still another black who has just received his Ph.D., directs the Extension Centers programs. The College's Affirmative Action Plan has been an important factor in establishing a climate of equal opportunity.

Financial Aid

The financial aid programs assist needy students with the following sources of funds: 1) County, institutional, and community sponsored scholarships; 2) Supplemental Educational Opportunity Grants; 3) Basic Educational Opportunity Grants; 4) Federal Nursing Grants and Loans; 5) National Direct Student Loans and College Work-Study. Other programs available to students, regardless of their financial need, include Law Enforcement Educational Grants; State Scholarships, retirement system-survivor benefits and Veterans Benefits.

The HEGIS report for the 1977-78 academic year reflected an unduplicated count of 3,010 students assisted by financial aid programs. Of the 3,010, 1,875 were females and 1,893 were minorities . As of March, 1979 - - 4,032 students were receiving assistance from the financial aid programs for the 1978-79 academic year. Of the number assisted 2,024 are minorities. Prince George's Community College is commited to actively building its financial aid resources and to creating an awareness of the availability of these resources.

Employment Composition

As of the first payroll period in October 1978, blacks constituted 19.5 percent of the College workforce. Distribution by category was as follows: executive, administrative, and managerial, 15.0 percent; instructional 8.7 percent, professional non-instructional 22.0 percent; clerical 27.0 percent; technical/para-professional, 26 percent; crafts, 23.5 percent; and service workers, 93 percent.

Advancement and recruitment of women and minorities receives a high priority as a matter of College policy. The Personnel Office provides for employee training within functional areas of employment. Classified employees are encouraged to take College courses available as a fringe benefit. Specific efforts are made to provide training on-campus. Off-campus recruitment of women and minorities includes a variety of procedures, e.g., County and Metro area newspaper ads and announcements to area colleges, universities, state employment agencies, E.E.O. and women's groups. The part-time recruiter recruits qualified women and minorities for available openings and accepts applications for applicant pools which are maintained year round. Public notices are displayed where women and minorities are likely to see them. Currently employed women and minorities are asked to recommend others for positions open.

WOR-WIC TECH COMMUNITY COLLEGE

Salisbury, Maryland

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

1979

This desegregation report will be reflective of Wor-Wic Tech's Spring 1979 class of students and faculty. Our presence is extended throughout the four Lower Eastern Shore counties

The College takes every opportunity to insure that employment and student recruitment practices do not discriminate by race, color, age, sex, national origin, religion, handicap, or political belief and/or affiliation. Initial composite figures tend to bear out our non-discriminatory practices.

Student Composition

With the College enrolling a total of 478 students for the Spring 1979 semester, the breakdown by race was as follows:

RACE	NUMBER OF STUDENTS	PERCENTAGE OF STUDENT BODY
Black American	125	26.2%
White American	351	73.4%
Other (European, African, Hispanic, Asian)	2	.4%
	478	100.0%

The above percentages are very much in agreement with the minority percentage rates taken from the four-county service area, which ranges from 21% to 37%.

Financial Aid

Financial aid for initial students has been very limited due to recent regional accreditation candidacy approval. Initial loans and BEOG figures indicate that 48 (75%) Black Americans received financial aid and 16 (25%) White Americans received aid. Though VA benefits are not technically financial aid, that breakdown indicates 36 (45%) Black Americans and 44 (55%) White Americans were recipients.

The College has requested Federal funds for next fiscal year and will distribute aid based on financial need analyses. Each case will be viewed separately and individual problems will be dealt with accordingly.

Employment Composition

The College presently employs 32 individuals on a fulltime basis. Each position opening is advertised on a local level with all "major" positions advertised regionally and nationally. Announcements of fulltime faculty and staff vacancies will be sent to the State Board for Higher Education to be placed in the job vacancy publication. All applicants have and will continue to be considered without regard to race, color, sex, age, national origin, religion, handicap, or political belief and/or affiliation.

Of the 32 persons presently employed, 30 (93.8%) are White American, one (3.1%) Black American, and one (3.1%) is Spanish American

Administrative Coordination

Program Advisory Committees are involved with program development, student placement, and potential instructors.

The membership of all of these committees represents an overall community ratio of minorities. With all members having equal opportunity for input, all segments of the community have representation.

Program Cooperation

WOR-WIC TECH Community College exists as a community college without walls. In this regard, it is imperative that facilities and other resources of existing institutions be utilized.

The library facilities of both Salisbury State College and the University of Maryland - Eastern Shore are available to both student and faculty of WOR-WIC TECH. In addition, contractual services for science lab courses have been arranged with Salisbury State.

The College also makes use of facilities in Ocean City (Hotel-Motel-Restaurant Management) and Cambridge (Practical Nursing). Lecture space has been leased from a local church, public school system, and local area rentals.

The College, in an effort to get education to the people, attempts to reach out to all of its service area.

Bowie State College
Bowie, Maryland 20715

MID-YEAR DESEGREGATION STATUS REPORT
April 1979

Introduction

The primary mission of Bowie State College is that of providing educational and vocational opportunities as well as cultural enrichment for the citizens of the State of Maryland, for living more effectively in a changing society. The College continues to attract a multi-racial, multi-ethnic, multi-national student body and is committed to serving the needs of this diverse population. With its open admission policy, Bowie State College does not discriminate against students of any race, religion, nationality, sex, age, or handicap. The College's committment to an integrated society is exhibited throughout its catalog, publications, announcements, and other graphic and narrative organs.

Student Composition*

There are 2,722 students enrolled at Bowie State College. Of this number, 1,877 (69%) are undergraduate students and 845 (31%) are graduate students. The racial composition is 60% black and 40% non-black. Of the 1,877 undergraduate students, 1,335 (71%) are black and 542 (29%) are non-black. Of the 845 graduate students, 307 (36%) are black and 538 (64%) are non-black.

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*As reported in HEGIS, Fall 1978.

Similar data is revealed through the degrees awarded. In June 1978, 417 degrees were awarded to graduates of the College. Of this number, 213 (51%) received the Bachelor's degree, while 204 (49%) received the Master's degree. The racial breakdown is as follows: Bachelors degree--143 (67%) black and 70 (33%) non-black; Master's degree--79 (39%) black and 125 (61%) non-black; all degrees--222 (53%) black and 195 (47%) non-black.

Student Recruitment

This is the third year that the Integration Coordinator and Counselor have worked together and in conjunction with the Director and Associate Director of Admissions. The Admissions/Integration team of four individuals is equally balanced with regard to sex and race. Consequently, the total recruitment effort and the integration recruitment strategies continue to be strengthened.

The number of new enrolling students increased significantly between Fall 1977 and Fall 1978. The minority student head count increased also, though not as significantly. While it has been difficult to make a substantial leap in minority enrollment for many reasons, forecasts for the coming years are encouraging.

The general factors which will encourage greater participation by other race individuals in the next several years are:

1. The committment of the President of Bowie State College to a fully integrated Institution with greater participation by the people of Prince George's County. The frequent and public statement of this philosophy should result in more local residents considering Bowie State College. The stability of an ongoing administration will be a positive factor also.

2. The potentiality of the nursing program for providing further integration due to the State-wide need for four-year nursing degree programs and the current shortage of such programs. The nursing program is expected to begin in Fall 1979. Responses to the program have been excellent thus far.

3. The capability of relating one to one in the counseling of minority students.

Specific activities for other race recruitment fall into three major categories:

1. High School Recruitment - Again this year, the number of visits to high schools has been increased. Classroom programs, lunchroom visits, and teacher contacts (in addition to counselor contacts) are providing a larger minority pool and increased visibility. Constantly, minority students are being made aware of the "Other Race Grant Program."

2. Community College Recruitment - The articulation plans have been written and have been put into effect. This plan, combined with increased community college visitations and outreach efforts at Andrews Air Force Base, should provide an increased number of students in general, and an increased number of "other race" students in particular. Efforts to increase the College's awareness in the Hispanic Community have occurred through the College's participation in area programs such as the Hispanic Council.

3. Public Relations - The Integration staff hosted the service program for all Prince George's County Counselors. This program resulted in more than 225 local counselors and their supervisors being on the campus. Firsthand knowledge was received about Bowie State College and what it has to offer its clientele. Also, fifty-five (55) counselors from throughout the State participated in a College Board sponsored workshop on the campus. Local schools and community groups have been invited and encouraged to use the College's facilities. Furthermore, the Integration staff was instrumental in arranging an article through the U. S. News and World Report magazine. This article dealt with the integration scheme at the College as seen by one of the College's senior resident minorty students.

Student Services and Activities

All campus activities and programs are open to every student who is matriculating at Bowie State College. Special efforts are made to design and present programs and activities which will:

1. identify the needs of "other race" students and develop programs accordingly;

2. encourage "other race" students to participate in all extra-curricula activities;

3. facilitate meaningful relationships between black, white, and international students;

4. secure more "other race" representation in student organizations;
5. provide on-campus housing to "other race" students;
6. encourage and implement interaction between the races;
7. include "other race" persons on the professional staff to assist "other race" students in their growth and development; and
8. provide financial assistance to all "other race" applicants who are eligible.

Specific programs and activities of this area include the following:

1. Summer Planning Conference - This program is designed, not only to introduce the incoming student to the College, but to provide a vehicle for encouraging interracial understanding. Group activities, rap sessions, and small workshops give students of different ethnic groups an opportunity to interact informally. The student counseling staff which serves during this period is integrated and receives special training in group dynamics and interracial interaction.
2. Orientation Program - The counseling component of the course, Orientation to College, is presented to all new students. It addresses the importance of intercultural understanding and multiracial consciousness.
3. Student Advisory Committee - A Student Advisory Committee (including black, white, and international students) to the Division of Student Affairs is presently being set up to seek more input from students in order to improve services and programs for all students.
4. Advisory Board to Counseling Center - The selected board members include faculty, students, and administrators from all racial groups to insure that proper representation be given in the advisement, planning, and implementation of programs sponsored by the College Counseling Center.
5. All-College Coffee House - This activity is sponsored by the College Counseling Center to afford the total College community an opportunity to come together to share views, concerns, and interests in an informal setting.
6. Student Union Activities - Special effort is made to include "other race" students in activities sponsored by the College Union such as bowling, swimming, and attendance at off-campus concerts and plays.
7. Living-Learning Series - This is a series of programs held weekly in the residence halls to promote student growth and development through the use of College resources and personnel. These programs include audio-visual presentations, lectures, informal talk sessions and literary discussions.

8. Housing - Housing accommodations are granted to all "other race students who apply. Presently, there are two non-black and four international students housed.

9. Respond Center - The Respond Center is a student-run rap and referral center coordinated by the College Counseling Center. As an affirmative step towards fostering "other race" peer input, white students have been trained and staffed as part of the student-operated service. The intent is twofold: (1) to allow "other race" students to work on a functional basis with the majority population and (2) to afford a vehicle for "other race" students to receive paraprofessional assistance from members of their immediate peer group.

10. International Awareness Program - This program is a two-day event designed to give the entire College community the opportunity to participate in a variety of activities designed to increase international-intercultural awareness, reduce cultural stereotypes, and initiate better communication and interaction among all races and groups on the campus.

11. Behavior Workshops - These workshops were initiated to provide all students on campus with a model to look at how their behavior adversely affects positive growth and development. The participation of all races was insured by implementing the experience in the Orientation Program and the Living-Learning Series.

Financial Assistance

Bowie State College participates in the four major federal student assistance programs--Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, National Direct Student Loans, and College Work-Study Employment. These programs are geared to reach the general student population at the College. In addition, the College receives funding from the State for the Other Race Grant Program (ORGP). This program is designed to meet the educational expenses of eligible students who are in the minority population. Minority students are considered first for assistance under this program. Additional financial need, as determined by the Office of Financial Aid, is met through assistance under the federally funded student aid programs. During the past academic year, approximately seventy-four (74) white students (eleven graduate and sixty-three undergraduate) who could not have attended otherwise, were attracted to the College with financial support from the Other Race Grant Program.

The College receives sufficient funding under the federal student aid programs as well as sufficient funding from the State for the Other Race Grant Program.

Faculty and Staff Composition*

Bowie's 102 member full-time faculty is 57% black and 43% white and other non-black races. Of the fifty-seven part-time faculty, 35% are black and 65% are white and other non-black races.

Thirty-one percent (31%) of the sixty-one administrators and professional non-faculty are non-black; 21% of the 165 classified employees are non-black.

In its endeavor to create an equitable racial balance, Bowie State College continues to seek employment of other race groups which are in a minority at the College. The Personnel Office has and will continue to contact local agencies to get other race applicants to file applications for positions which do not require the use of State eligibility lists.

The Affirmative Action Plan, which was adopted in May 1976, assures that the College is in compliance with civil rights legislation. The Plan, along with grievance procedures, has been revised and updated to insure employee assessibility. Meetings have been held with individuals as well as staff groups to keep them informed of the Affirmative Action Plan and all of its ramifications.

Due to the retirement of the previous Affirmative Action Officer, a new Officer was appointed during the Spring 1979 semester. The Affirmative

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*As reported in HEGIS, Fall 1978.

Action Review Committee remains intact and continues to represent the black/non-black and male/female segments of the College. Information concerning the Affirmative Action Plan and its operations and interpretations continue to be disseminated to all employees of the College.

Administrative Coordination

The President is responsible for the implementation of desegregation at Bowie State College. While the Integration Office concentrates its efforts in recruiting and counseling other race applicants, the Office of Admissions, Continuing Education, and the Graduate College focus their efforts on the recruitment of other race students for their respective programs. The College of Continuing Education continues to recruit adult housewives, businessmen, and new learners into a flexible scheduled program. The Continuing Education Program reaches out to the nearby and surrounding communities by providing off-campus or satelite centers in these locations. Presently, it has achieved more than 55% non-black enrollment.

All unit and department heads encourage all faculty and staff to insure that other race students are fully accepted and totally integrated in all programs.

Program Cooperation

Over the past four or five years, Bowie State College aggressively has developed a broad range of major programs at the undergraduate and graduate levels aimed at attracting a wide cross section of students. These programs have been instrumental in attracting additional "other race" students to the College as well. New programs are being structured along these same lines, in an effort to continue the College's prior accomplishments. Thus, Bowie State College will: (1) continue to implement and expand the dual degree programs with the University of Maryland and George Washington University; (2) continue to send integrated teams of faculty and administrators into the local schools to lecture and serve as resource persons; (3) continue to publish a semester tabloid listing undergraduate, graduate, weekend, evening, and extension courses that presents an integrated image of the College; (4) continue to develop and promote its major programs in Communications Media; (5) continue to make its compensatory education curricula and faculty resources in Speech, English, Reading, and Mathematics available to other State colleges and universities; (6) continue to develop and promote its proposed program in graduate and undergraduate Public Administration and in graduate Business Administration; (7) continue the development of its honors program aimed at fostering excellence in scholastics at the freshmen and sophomore levels, and to develop sound models for the total student population; and (8) continue its program development in the areas of nursing and technology with the special intention of creating effective articulation with local community college programs.

COPPIN STATE COLLEGE
2500 WEST NORTH AVENUE
BALTIMORE, MARYLAND 21216

VICE PRESIDENT FOR
STUDENT AFFAIRS
(301) 383-4688

MID-YEAR DESEGREGATION STATUS REPORT - APRIL 1979

Coppin State College is an institution committed to serving its community, Metropolitan Baltimore, and a larger society by preparing its men and women to understand and respond to the needs of their respective communities. Coppin deals with the academic disadvantages which are common to people of the inner city by offering alternative pacing programs for obtaining the basic skills which are required to progress in society. Coppin is in an expanding stage. The College opened a new ten-story classroom building in 1977 and a new College Center and Administration Building in September 1978. Through its open admissions policy, which does not discriminate against students of any race, color, nationality, sex or age, Coppin has attracted a diversified student body of diverse educational and cultural backgrounds. Coppin is committed to providing a quality education which matures its students and helps them find their place in a competive and changing society.

Student Composition

There is a total of 2,873 students enrolled at Coppin State; 275 (9.6%) enrolled in the Graduate School, and 2,598 (90.4%) in the Undergraduate Division. Of the 2,598 undergraduate students, 2,377 (91.5%) are black and 221 (8.5%) are non-black; 52 (2.0%) are foreign students. Of the 275 graduate students, 220 (80%) are black and 55 (20%) are non-black; 8 (2.9%) are foreign students. The breakdown of the total student population of 2,873 is 2,597 black students (90.4%) and 276 non-black students (9.6% of total); 60 are foreign students (2.0% of total).

Student Recruitment

The Minority Relations Office staff, which is responsible for recruiting "other race" students to Coppin, consists of three professionals: the Director of Minority Relations, the Counselor, and the Administrative Assistant. The Director and Counselor work closely with the Admissions staff to increase general as well as "other race" recruitment. To increase "other race" recruitment, the Minority Relations staff has visited high schools in Baltimore City, Baltimore County, Anne Arundel County and Howard County. Visitations have been made to local community agencies, women's organizations and hospitals to recruit potential students who are presently working and may be unaware of what Coppin has to offer. Additional efforts have been made at the community colleges, as they are a large source of potential transfer students (particularly minority students). The Director of Minority Relations in conjunction with the Vice President for Academic Affairs is presently working on an extensive articulation program for the area community colleges as an aid to the potential transfer student, with articulation programs having already been completed in the areas of Special Education and Nursing.

Student Services

Retention efforts on behalf of "other race" students originate from the Office of Minority Relations. Supportive services such as counseling and development of programming provide learning experiences for "other race" students which help them in their adjustment to college.

In an effort to communicate with all minority students and in an effort to make them more aware of activities on campus and help them feel a part of Coppin, the Minority Relations Office puts out a monthly newsletter, The Messenger. This newsletter has been quite successful and is read by minority students and by many faculty and staff at Coppin.

To enhance minority students' relationships with black students on campus and to develop an understanding of what it is like being in the minority, the Minority Relations Office and Counseling Center have sponsored a "Black-White Relations Group." Many feelings and experiences were shared that made the group a rewarding and growing experience for all those involved.

Individual counseling was available on a walk-in and appointment basis. Concerns dealt with were generally financial aid and academic problems. Personal and career problems are also a major concern.

In addition to counseling, the Minority Relations Office sponsors programs of interest to minority students. Many of these programs are sponsored in conjunction with other campus groups. The Minority Relations Office tries to work with campus groups to encourage programming activities that would attract both black and white students. Working toward this goal, we sponsored a Women's Week in conjunction with the Student Activities Office, dealing with concerns of women and men. We co-sponsored a hypnotist and an astrologer who were widely received by the college community. The Minority Relations Office also sponsors coffee hours with faculty speakers that have been well received by all students.

Financial Aid

All existing financial assistance programs available at the institution in addition to the ORG are available to minority students at Coppin. Awards are based on eligibility (CSS need analysis), acceptance for admission by $75,000 in 1978-79 for the Other Race Grant Program. This year, due to an increase in the minority undergraduate student enrollment, 33.7% of the other race students received awards. A problem that is occurring is that the "other race" student population is expected to increase and with it an increase in requests for Other Race Grants. Our successful recruiting program is based to a large extent on the availability of ORG funds. Hopefully, the amount of the ORG monies allocated to Coppin will reflect these increases so that we can continue to serve these students.

Employment Composition

Coppin State College is a predominantly black inner-city institution. Presently, 37.6% of the faculty, 14.3% of the Administration and 9.5% of the Classified Employees are termed "other race." The Multi-Racial Coordinating Committee name has been changed to the Affirmative Action Committee which is responsible for monitoring the College's Affirmative Action/Equal Employment Policy. Each department of the College sets its own employment goals in consultation with the Affirmative Action Committee.

Administrative Coordination

In 1974-75, an Affirmative Action Plan was developed by the College. The plan was revised in 1978-79 and is monitored and evaluated by the Affirmative Action Committee. The Committee is composed of representatives from the faculty, administration, classified personnel and student body. The Affirmative Action Committee is chaired by the Affirmative Action Officer.

Program Coordination

The Cooperative Education Program has as its goal providing racial and interethnic experiences to students in the higher education system of the State of Maryland. This past year, Coppin's Co-op Program with UMBC, Morgan State University, Towson State, University of Baltimore, and Bowie State has served a total of 92 students; 24 Coppin students attended the above-mentioned schools and 68 students from these schools attended Coppin. This program has been most successful in attracting students to Coppin who are interested in programs such as Special Education, which are unique to the College and correspondingly, our students have been able to benefit from the diverse offerings available at participating State institutions.

FROSTBURG STATE COLLEGE

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

APRIL, 1979

Introduction

Frostburg State College is unique among the Maryland State colleges and universities in that it is the most remote (150 miles west of Baltimore and Washington and the only four-year institution within a radius of 70 miles of Frostburg) and the most residential (with nearly 60 percent of its students living in residence halls). Its students consist largely of Maryland residents whose homes are located in the metropolitan area. The College maintains a strong commitment to offer quality educational programs in the arts and sciences and in certain professional or preprofessional fields at reasonable cost to students.

Student Composition

Frostburg's total Fall, 1978 undergraduate student enrollment was 3,083. There were 250 (8.10%) minorities, including 198 (6.4%) black students. Of 850 total entering freshmen and 187 transfers, official figures show 51 black entering freshmen and two transfers. Head counts indicate a total of 57 black entering freshmen and transfers and four re-entries, for a total of 61 entering black full-time students. Approximately 18 other minority students entered in the fall (Asian, Hispanic, American Indian, other). Frostburg continues to enroll a small number of minority part-time students - approximately two black and no other minorities in Fall, 1978.

Of 568 graduate students enrolled in Fall, 1978, official figures list seven black and 15 other minorities. The graduate Other-Race Grant program is gradually increasing enrollment of minorities in graduate studies, although enrollment continues to be primarily in the Master of Science in Management program. A total of eight minority students have been awarded grants for Academic Year 1978-79 and for Summer 1979. Although the program has been in operation for several years, there continues to be limited interest on the part of minority students.

The Office of Minority Affairs continues to provide academic and informal personal advising/counseling for all entering black students. As these students mature academically and become secure in their new environment and choices of majors, they seek assignments with advisors in major departments.

Frostburg State's Office of Special Instructional Programs continues to coordinate academic support services for the College. Two programs which SIP coordinates have been in operation for several years and have enchanced the chances of academic success and graduation for minority students: the Student Special Services (SSS) federally funded project and the Academic Retention Program (ARP), a State project for inadequately prepared students.

The College's total SSS population has increased from 84 students in Academic Year 1973-74 to 225 in 1978-79; minority SSS population has increased from 35 to 78. The 1978-79 minority SSS population included one (1) Asian, two (2) Hispanic, and 75 black students. In addition to on-going programs of academic support and personal development, SSS provides cultural enrichment activities such as this year's Morris Mechanic Theatre (Baltimore) trip and the Chessie System Steam Special and Tour of Harper's Ferry. Ethnic study displays such as "The Black Experience" and "The Hispanic Experience" are highlighted. The SSS project also provides information and referral services, career exploration, and services for handicapped students.

The ARP has been in operation since Academic Year 1976-77, having been implemented with 148 underprepared students - including 31 black students - and funding of approximately $100,000. In the summer of 1977, ARP initiated the Summer Scholarships in Basic Studies program which was also in operation in 1978. The Basic Studies program enrolls volunteer ARP students for summer studies in the College's required Freshman English 101 course, a one-credit reading course, and an orientation workshop. Of approximately 30 students in each of the summer sessions, about one-half have been black students.

In Academic Year 1978-79, approximately 300 students, including those continuing students from 1976-77 and 1977-78, and those who entered in 1978-79, with approximately 75 (25%) being identified as black. ARP staff provide tutoring, reading courses, mini-courses in study skills as well as academic counseling for identified students. Success rates for students participating in ARP activities have been consistently good - particularly for those who have attended the Basic Studies summer program. Black student progression rates have been very satisfactory; data from 1977-78 show a higher progression rate for black ARP students than for white ARP students.

In Fall, 1977, SIP implemented a coordinated curriculum - "block" courses - for entering ARP students, involving the reading program, Freshman English, and two academic departments. That program has expanded to include three academic departments in 1978-79 and will continue in 1979-80. In Fall, 1978, highest grade point averages were achieved by ARP students in the most structured (total block) program with grade point averages decreasing for students in the least structured block programs.

Black students who have entered Frostburg from Fall, 1970 to the present have entered largely as a result of the intensive efforts of the Minority Admissions Counselor who implemented Frostburg's minority recruitment program in Fall, 1969. As of Spring, 1979, approximately 505 black students have entered since Fall, 1970 and 164 are expected to have graduated by May, 1979 (this graduation figure would include a few students who entered prior to 1970). Through the cooperative efforts of other staff and departments, some of whom have been mentioned above, retention rates for these students, as well as other minorities, have been good. Data show that as of May, 1978, of all black students who could have been graduated by that time, approximately 58% had either graduated or were continuing study with graduation anticipated within the next year, with 53% actually graduating by May, 1978.

Of an anticipated total of 610 bachelors degrees to be awarded in May, 1979, 33 black students are expected to receive degrees (13 of these students completed graduation requirements in December, 1978), which will bring the total number of bachelor's degrees awarded to black students since 1969 to 164. Six (6) students of other minorities (all categories represented) are due to receive degrees in May.

Of the 33 black students expected to receive bachelor's degrees, slightly more than half are from Baltimore city, while the remainder are from other areas of Maryland (primarily points between the Baltimore-Washington area), three other states, and the District of Columbia. Two (2) of the prospective graduates are from the Frostburg-Cumberland area. Other minority graduates are from various points in Maryland - none from Baltimore city - and one other state. Eleven (11) majors are represented among the black graduates, with the largest numbers in Business Administration, Political Science, Physical Education, and Sociology. Nine (9) of the 33 black students are in the Teacher Education curriculum and 24 are in the Arts and Science curriculum.

Financial Aid

Fiscal Year 1979 marked the first time that FSC minority students received adequate funding from the Other-Race Grant Program. Frostburg's allotment of $175,000 provided the necessary financial assistance for approximately 161 minority students - 64% - during academic year 1978-79. Other sources of funds awarded to minority students at the College included: Basic Educational Opportunity Grant Program, Supplemental Educational Opportunity Grant Program, College Work-Study Program, National Direct Loan, General State Scholarships, Senatorial Scholarships, House of Delegates, Guaranteed Student Loan, Federally Insured Student Loan, and Lalitta Nash McKaig Foundation awards.

Employment Composition

Frostburg's total number of full-time faculty for Fall, 1978, including persons on leave, was 191. There were 12 (6.28%) minority faculty persons: two Hispanic (1.04%); five Asian (2.61%); five black (2.61%). Of the total 44 administrators for Academic Year 1978-79, four (9.09%) were black. Classified personnel (284) employed through the State Merit System, included one (1) black and no other minority employees. These figures for classified employees continue to reflect the low minority population (2%) of the Frostburg area. However, there appear to be more employable minorities in the immediate area than are reflected in Frostburg's employment figures and serious efforts need to be undertaken to increase minority classified employee composition.

As noted in previous reports, Frostburg's location poses a problem in the recruitment of minority faculty and staff. Given this fact, minority composition might be considered as not unacceptable. However, more affirmative recruitment, adequately funded, should increase minority - particularly black - faculty.

Administrative and Program Coordination

Responsibility for the direction and supervision of the College's desegregation program and monitoring of desegregation efforts rests primarily with the Director of the Office of Minority Affairs, who is directly responsible to the President. The Multi-racial Coordinating Committee (Affirmative Action Committee), composed of faculty and staff appointed by the President, serves as an advisory group in the desegregation effort and is responsible for reviewing discrimination complaints.

Frostburg must still strive to fulfill obligations to racial desegregation as detailed in Maryland's Desegregation Plan. The implementation of a multicultural/ethnic workshop for Teacher Education students in Spring, 1979 was a significant step in the development of a crucial area of racial desegregation at Frostburg.

Because of its locations, Frostburg continues to experience difficulty in inter-institutional cooperative efforts. Some success has been achieved in cooperative efforts with University of Maryland professional schools and there continues to be some few students participating in the Cooperative Education Program.

Fifth Mid-Year Desegregation Status Report
Salisbury State College
1979

Salisbury State College is located in the center of the Delmarva Peninsula. The College is a multi-purpose liberal arts institution with professional programs in education, nursing, business administration, and medical technology. The broad mission of the College is to provide educational services responsive to the needs and interests expressed by its constituency. The College views its educational mission to be helping all who seek its services to experience some measure of success. The student body reflects a regional flavor and a statewide appeal with 50% of the full-time undergraduate students from the nine Eastern Shore counties and with every political subdivision in the state represented except Garrett County. Fifteen percent of the enrollment is from out-of-state, the great majority from nearby Delaware.

Student Composition

In September 1978, the College enrolled 4,361 students, the majority (59%) of whom were female. Minority students numbered 421, or 10% of the total College population.* From last year's minority total of 388 (9% of the total) an increase in one percent has been realized.

Constituting 88% of the minority enrollment in 1978, black student enrollment increased from 342 in 1977 to 370 in 1978, an increase of 8%. Undergraduate enrollment of black students increased by ten from 1977 and graduate enrollment by eighteen. Black students now constitute 8.5% of the total enrollment, with black women outnumbering men by 234 to 136. At the graduate level, black students constitute 11% of the graduate enrollment while at the undergraduate level they constitute 8% of the undergraduates.

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*The use of the term "minority" students includes black, Indian, Hispanic, Asian-American and others.

Other race recruitment efforts are consistent with those outlined in the Desegregation Plan. For the Fall 1978 semester, eighty-nine (11.4%) of the full-time new admissions (including 28 transfers) were black students. This figure represents an overall increase of 2.9% from last year's total of black first-time freshmen and transfers. Such results stem from the continuing effort by the Admissions Office to visit those schools with a high percentage of black students. In Washington, Maryland, Delaware, and Virginia, several predominantly black schools were visited by admissions personnel. Moreover, the Spring recruitment effort has been continued because it has proved very beneficial to minority students who have been undecided about attending college.

As of April 1, 1979, the College had received applications from 115 black freshmen and 21 black transfers. These figures are consistent with the count made last year considering that the overall number of applications had declined and that this year's computation was made earlier than last year's. However, because the public is becoming more aware of the lack of housing facilities on campus (and off-campus), the number of applicants, including those representing racial minorities, is expected to decrease in the future. Indeed, late applicants, including a disproportionate number of black students, will encounter some difficulty in being housed on campus (assuming no additions to present facilities) or in finding suitable off-campus housing accommodations.

An additional mechanism to assist both prospective and matriculated racial minority students is embodied in the newly established Minority Affairs Committee. Chaired by the Assistant Director of Admissions and Financial Aid (who also serves as Minority Coordinator), the Committee first started to meet in September 1978 for the purpose of facilitating a smooth transition for students from one educational setting to another. This goal involves the Committee in the coordination of a range of activities affecting prospective undergraduates from the first time they come in contact with the college through the time they leave.

The Academic Retention Program provides personal and academic support for any underprepared student who demonstrates inadequacy in the basic skills and in the persistence necessary for successful completion of the college curriculum. To meet the needs of students, the College has established resource centers for writing, reading, math, study skills and counseling. Student participation in the centers is voluntary although those students with SAT scores under 350 each (verbal and math) are especially encouraged to use these facilities. An additional group, the Academic Retention Advisory Committee, established in 1977, promotes special projects to aid students and submits program ideas to the Academic Dean's Office.

As for the most recent graduating class (December 1978), baccaleaureate degrees awarded to black students constituted 7.4% of the total. Baccaleaureate degrees awarded to black students constituted 6.2% of the total in the immediately preceding class graduating in May of 1978. In the May 1978 class, business administration was the most common major among black students while in the December 1978 class, social work was most common.

Financial Aid

Financial aid sources available to the Salisbury State College student are limited to the federally-funded student assistance programs and the state college funded "Other Race Grants." Out of a total of 1,679 students receiving financial aid, 278 or 16.6% represented racial minority students. Two hundred and sixty-eight, or 16%, of these recipients were black students. The 278 racial minority students received a total of 629 awards*, representing $411,176.

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*This figure, 629, represents the number of different aid allocations made, i.e., a student may have received more than one type of award.

Both federal aid funds and other race funds were inadequate again this year to meet the needs of our students. A total of 892 students (an increase of 199 from last year) applied for financial aid; however, funds were available for only 695 of those students.

Employment Composition

The College employs a total work force of 433, with 218 on the faculty and administrative staff and 215 on the clerical, technical, and service staffs. Overall, 116, or 27%, of the 433 employees represent racial minorities-a favorable comparison to the 25.7% of non-whites in the regional civilian work force. Six percent of the 218 faculty and administrative staff positions are held by racial minorities; one hundred and four, or 48%, of the clerical, technical, and service staff are representative of a racial minority. Recruitment efforts for minority faculty and administrative staff generally follow the plan outlined in the College Desegregation Report.

Some of the difficulties in attracting other-race faculty and administrators to the College are as follows:

1. There is often a reluctance for professional people to live in an area which is a considerable distance from a large city or other higher educational institution;
2. For other-race applicants, there is the problem of contacting a social peer group in a semi-rural community;
3. When it is necessary and appropriate to prefer a doctorate in faculty and an advanced degree in administrative appointments, availability of applicants is often limited.

The number of women faculty members and administrators has increased from 55 last year to 62 this year, thus now representing 28% of the total number of faculty and administrators. Overall, women represent 40% of the entire College work force (including clerical, technical, and service workers).

Administrative Coordination

A multi-racial coordinating committee has been designed to facilitate the desegregation efforts of the institution and consider any grievances that may be raised. Since its inception in 1974, no grievances have been submitted to the committee. It is expected that the committee will undertake an indepth review of the College's affirmative action program during the next academic year.

Program Cooperation

The cooperative programs with the University of Maryland Eastern Shore identified in the institution's desegregation plan continue. During the Fall semester of 1978, a total of 36 students participated in the cooperative program, an increase of nine students from last fall. Seven Salisbury State College students enrolled for 33 credit hours at the University of Maryland Eastern Shore and 29 University of Maryland Eastern Shore students enrolled for 306 credit hours at Salisbury State College.

ST. MARY'S COLLEGE OF MARYLAND
ST. MARY'S CITY, MARYLAND 20686

1979

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

St. Mary's College of Maryland is the newest of Maryland's four-year public colleges. Its mission is to provide a distinctive choice within the public sector: a truly distinguished liberal arts education in a small, rural, primarily residential setting -- a "village of learning." In addition to its nine flexible, basic majors (art, English, music, biology, mathematics, natural science, history, social science and human development), the curriculum includes a secondary teacher certificate program and a dual-degree program in Engineering (with the University of Maryland). Emphasis is placed on the mastery of knowledge in both breadth and depth, including interdisciplinary and intercultural programs, off-campus learning, independent studies, and learning contracts.

STUDENT COMPOSITION

Profile: Fall 1978 enrollment was 1,298 -- 1,097 full-time and 201 part-time students, 619 men and 679 women. Approximately 68 percent of the full-time students resided in college housing. About one-third of the part-time students were working toward a degree. The majority of new students came from the suburbs and medium-sized towns of the state: only 3.6 percent of the entering class came from homes in large cities, another 21.9 percent from small towns or farms; some 19.6 percent of the total full-time student group and 88 percent of the part-timers lived in St. Mary's County.

Of the total enrollment, 109 (8.4 percent) were classified as minorities, another 10 (.8 percent) were foreign; minorities comprised 8 percent of the full-time and 14.9 percent of the part-time contingents. More than 83 percent of the minority students were Black; the rest were Hispanic, Asian-American or Indian, in decreasing order of frequency. (See Table 1.)

Twenty-four of the 73 full-time black students in Fall 1978 were freshmen -- 16 first-time freshmen, 3 transfers and 5 who had entered in 1977-78; 4 became sophomores in February. There were, in addition, 18 black part-time students in the autumn, including 3 degree students. Although 12 full-time minority students (9 black, 3 Hispanic) did not return for spring semester, 6 new minority (all black) full-time students enrolled, together with 1 black transfer from part-time to full-time status. Of those not enrolled, one Black is on leave, studying in England in our Oxford program; one Hispanic has completed his work for graduation this spring. (See Table 2.)

Recruitment: St. Mary's College has affirmed its commitment to educate the "broadest spectrum of qualified students" and to give particular attention to minority candidates. Ongoing, persistent efforts by Admissions and Integration personnel have resulted in continuing increase in both the numbers and intellectual calibre of minority applicants.

1. One member of the Admissions staff, a minority graduate of the College, has again focused his attention on two primary areas (Baltimore and local),

directly contacting more than 350 minority students. In addition, a special mailing and telephone campaign was directed to the 173 Maryland National Achievement finalists and semi-finalists, and their 86 schools.

2. Visits have continued to predominantly black high schools and junior colleges, with each visited at least twice -- some 76 visits in all by late March. At least 10 College Day (or Night) programs in this contingent were also participated in. Counselor rapport, resulting in return invitations and student recommendations, increases each year.

3. Close cooperation has been maintained as well with the Baltimore-based Direct Search for Talent and Washington's Educational Opportunity Center. Both also sponsor large-scale College Days, and recommend a number of students to the College. It is anticipated that another 200-300 will be contacted at their May College Days.

4. Four-year scholarships contingent on continued academic performance, were offered to four demonstrably excellent minority students in 1976-77, to three more in 1977-78, and to three in 1978-79; seven are presently on-campus, one is in Oxford for this semester. It is hoped that this program will continue to expand further in 1979-80.

5. Current minority students continue to participate actively in the College's Open House days and as campus guides for visiting prospective students and their families. Faculty and administrative staff are also strong supporters of the Open House program.

Retention: Overall retention rates for black students continue to be somewhat higher than those for whites, although some differences have occurred in the past year between classes: for example, 73.7 percent of the 1977 black freshmen returned for their second year versus 61% of white freshmen. A total of 21 black (in a total of 33 minority or foreign) students graduated between 1973 and 1978; this year thirteen black and two Hispanic students are on the initial graduation list.

The continuation and strengthening of past programs have had strong influence on this picture. The Academic Assistance Program has continued its positive development: minority students constitute 23 to 32 percent of the participants in both Developmental Reading and Writing, and a substantial proportion of the tutorial program. The Veterans Tutorial program also continues, as do the extensive efforts by the Director of Counseling and the Integration Coordinator to advise and suggest problem-solving means to minority students.

With the encouragement of the Director of Student Activities and the Minority Coordinator, the Black Student Union has carried out a number of activities this year, enjoyed as much by the rest of the campus as by BSU members.

The fall began with a large "International Reception" for all minority (and many other) students, followed in November by the BSU-sponsored appearance of Dick Gregory, who drew an audience of several hundred from the community, in addition to heavy college attendance.

Spring semester has included a Soul Food dinner, the African band "Nation", and an outstanding concert by jazz vocalist Al Jarreau. In March, the many talents of BSU combined in presenting "Spotlight", an evening of music, dance, drama, and poetry reflecting Black contributions to the performing arts. Following spring vacation, an all-college "Spring Dance" will be held on April 20; the semester will end with the traditional group activity for BSU members.

Apart from social activities, the BSU also initiated an autumn meeting with Dr. Haymes, the Provost, and Dr. Gulley, Dean of Students, to discuss current student concerns.

FINANCIAL AID

Minority students are eligible for any Federal aid programs, state programs (especially Other Race Grants), and College grants administered by the College: some 60 (a decrease of approximately 13 percent) are benefiting from one or more of the need-based programs this year. While minority students still constitute less than 10 percent of the student body, they are about 23 percent of the number receiving financial aid and receive approximately 40 percent of all aid funds (including loans from outside sources).

The average ORG award to the the 52 benefiting was $1,441, and minority recipients of the Basic Educational Opportunity Grants averaged $1,351 from that program. As in the past, ORG funds have been a major factor in the desegregation progress made, and have thus far proved sufficient for all eligible minority applicants.

EMPLOYMENT COMPOSITION

Profile: The full-time employment composition of St. Mary's College continues to alter slightly. Minorities now comprise about 18 percent, white Americans 82 percent, of the total. Most minorities are in the Non-Professional group. (See Table 4.)

Since fall, one Black female professional has resigned; this position is still vacant.

The part-time staff includes 1 Black male professional, 2 non-professionals, and 1 Athletics Coach.

Recruitment: Seven full-time faculty, ten administrators/professionals, and ten non-professional employees were recruited between October 1977 and September 30, 1978. One faculty member was minority (Hispanic); 13 males and 14 females were hired. In the six months ending March 31, 1979, two faculty members, two administrators/professionals, and five non-professionals have been employed; three on short-term (one-semester) contracts to replace mid-year terminations or those on leave. None was a minority member; four men and five women were added.

As in past years, faculty and most administrative openings were advertised nationally in such publications as the Chronicle; the New York Times, the Washington Post, the Baltimore Sun, the Academic Journal, and professional journals (MLA, Physics Today, Library Journal, AEA Employment Bulletin) were also used. Other administrators were sought through attendance at relevant conventions (NASPA). Direct approaches were made to a number of affirmative action agencies: HERS (three locations), Maryland Affirmative Action Officers Talent Bank, SBHE Central Placement Bureau, and the Maryland Bureau of Employment Security, as well as to graduate school departments.

Minority applicants continue to be increasingly evident in the instances where this can be recognized; 15 of 94 applicants for Physics, 2 of 21 in Counseling, 2 of 28 Resident Directors, for example, were black.

As noted in earlier reports, applicants must weigh the College's excellent salary levels and environmental advantages against relatively rural social conditions.

In-Service Training Programs for Classified Employees: The major training for classified employees is on-the-job. At intervals, seminars are held on campus to initiate new or improved methods; specialized instruction is also provided in carpentry and in installation, repair, and changing combinations of the College's extensive lock system.

Turnover in the Secretarial Staff led to the scheduling of another training session on the use of the IBM Composer. Five secretaries attended the demonstration held by the IBM regional representative, who returns periodically to solve new problems.

Two members of the Maintenance Staff attended a two-day workshop on water-treatment/purification this winter. Three men will attend the Maytag School for instruction on washer/dryer maintenance later this month.

Bridging the gap between maintenance worker and skilled trades classifications is, however, still difficult with present state classifications and criteria.

In its third year of operation, the policy of free tuition for employees and their dependents, on a space-available basis, has continued to be popular with all segments of the College (See Table 5). In addition to the self-development purpose of most study in this category, members of the Business Office staff have enrolled for seven accounting courses this year for greater job development.

ADMINISTRATIVE COORDINATION

The President is responsible for the implementation of desegregation and affirmative action at St. Mary's College of Maryland; an Equal Opportunity/Affirmative Action Committee represents the several campus groups. The Affirmative Action Officer serves as liaison between the two.

TABLE 1: RACIAL COMPOSITION OF THE STUDENT BODY: 1974-1979

		U. S. Citizens														
		Black		Indian		Asian		Hispanic		White		Foreign		Total		Grand Total
Semester		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Fall	N	31	18	2	0	4	1	8	0	876	166	5	0	926	185	1111
1974	%	3.3	9.7	.2	0	.4	.5	.9	0	94.6	89.7	.5	0	99.9	99.9	
Fall	N	52	19	2	1	2	0	10	2	940	219	5	0	1011	241	1252
1975	%	5.1	7.9	.2	.4	.2	0	1.0	.8	93.0	90.9	.5	0	100	100	
Spring	N	53	19	2	2	2	3	5	2	870	193	4	0	936	219	1155
1976	%	5.7	8.7	.2	.9	.2	1.4	.5	.8	92.9	88.1	.4	0	99.9	99.9	
Fall	N	60	22	0	0	4	1	6	1	891	181	8	0	969	205	1174
1976	%	6.2	10.7	0	0	.4	.5	.6	.5	92.0	88.3	.8	0	100	100	
Spring	N	58	18	0	1	4	0	7	1	837	175	6	1	912	196	1108
1977	%	6.4	9.2	0	.5	.4	0	.8	.5	91.8	89.3	.7	.5	100.1	100	
Fall	N	71	22	2	0	4	2	9	1	852	205	4	0	942	230	1172
1977	%	7.5	9.6	.2	0	.4	.9	1.0	.4	90.4	89.1	.4	0	99.9	100	
Spring	N	65	22	1	0	4	1	7	2	817	198	3	1	897	224	1121
1978	%	7.2	9.8	.1	0	.4	.4	.8	.9	91.1	88.4	.3	.4	99.9	99.9	
Fall	N	73	18	0	1	7	0	9	1	1002	177	6	4	1097	201	1298
1978	%	6.7	9.0	0	.5	.6	0	.8	.5	91.3	88.1	.6	2.0	100.	100.1	
Spring	N	70	19	0	0	7	1	6	1	898	172	6	2	987	195	1182
1979	%	7.1	9.7	0	0	.7	.5	.6	.5	91.0	88.2	.6	1.0	100.	99.9	

TABLE 2: FULL-TIME BLACK STUDENT ENROLLMENT BY CLASS 1972 to PRESENT

Semester	Freshmen	Sophomores	Juniors	Seniors	Total
Fall 1972	15	10	7	2	34
Fall 1973	9	9	5	3	26
Fall 1974	16	6	6	3	31
Fall 1975	35	8	4	5	52
Spring 1976	33	13	-	7	53
Fall 1976	27	25	6	2	60
Spring 1977	22	24	9	3	58
Fall 1977	25	22	18	6	71
Spring 1978	20	18	17	10	65
Fall 1978	24	21	14	14	73
Spring 1979	23	16	13	18	70

BLACK DEGREE-STUDENT ENROLLMENT BY CLASS AND MAJOR

TABLE 3A: SPRING 1978

Major	Freshman	Sophomore	Junior	Senior	Part-Time	Total
Art	1	-	1	-	-	2
Biology	3	2	-	-	-	5
English	-	1	1	1	-	3
History	2	1	-	1	-	4
Human Development	1	1	2	2	-	6
Mathematics	1	1	-	-	-	2
Music	2	4	3	2	-	11
Natural Science	-	1	1	-	-	2
Social Science	5	4	8	4	-	21
Undeclared	5	3	1	-	3	12
TOTAL	20	18	17	10	3	68

TABLE 3B: FALL 1978

Art	3	1	-	1	-	5
Biology	2	3	1	-	-	6
English	2	-	-	-	-	2
History	1	-	-	1	-	2
Human Development	1	-	3	1	-	5
Mathematics	2	1	-	-	-	3
Music	1	5	3	4	-	13
Natural Science	-	1	1	1	-	3
Social Science	7	7	6	6	1	27
Undeclared	5	3	-	-	2	10
TOTAL	24	21	14	14	3	76

TABLE 3C: SPRING 1979

Art	2	2	-	1	-	5
Biology	2	3	1	-	-	6
English	2	-	-	-	-	2
History	-	1	-	1	-	2
Human Development	1	-	-	3	-	4
Mathematics	2	1	-	-	-	3
Music	2	1	4	5	-	12
Natural Science	-	-	2	1	-	3
Social Science	9	5	5	7	2	28
Undeclared	3	3	1	-	1	8
TOTAL	23	16	13	18	3	73

TABLE 4: SMCM FULL-TIME PERSONNEL, BY CATEGORY

		Fall 1976				Spring 1977			
Classification		Black	Hisp.	White	Total	Black	Hisp.	White	Total
Exec./Admin.		-	-	10	10	-	-	10	10
Faculty		1	-	65	66	1	-	63	64
Professional		3	-	31	34	2	-	31	33
Non-Professional		28	-	60	88	29	1	56	86
TOTAL	N	32	-	166	198	32	1	160	193
	%	16.2	0.0	83.8	100.0	16.6	.5	82.9	100.0

		Fall 1977					Spring 1978			
Classification		Black	Hisp.	Asian	White	Total	Black	Hisp.	White	Total
Exec./Admin.		-	-	-	9	9	-	-	9	9
Faculty		1	-	1	64	66	1	-	65	66
Professional		3	-	-	27	30	3	-	27	30
Non-Professional		29	1	-	57	87	28	1	55	84
TOTAL	N	33	1	1	157	192	32	1	156	189
	%	17.2	.5	.5	81.8	100	17.0	.5	82.5	100

		Fall 1978				Spring 1979			
Classification		Black	Hisp.	White	Total	Black	Hisp.	White	Total
Exec./Adm.		-	-	13	13	-	-	13	13
Faculty		1	1	65	67	1	1	65	67
Professional		3	-	24	27	2	-	25	27
Non-Professional		28	1	63	92	28	1	64	93
TOTAL	N	32	2	165	199	31	2	167	200
	%	16.1	1.0	82.9	100	15.5	1.0	83.5	100

TABLE 5: PARTICIPATION IN SMCM TUITION-FREE EDUCATIONAL BENEFITS

	Employees		Dependents	
1976-1977	N	Credits	N	Credits
Fall 1976	9	44	20	141
Winter 1977	7	12	8	22
Spring 1977	15	45	25	253
TOTAL	31	101	53	416
1977-1978	N	Credits	N	Credits
Fall 1977	11	46	17	169
Winter 1978	4	10	2	6
Spring 1978	13	56	16	171
TOTAL	28	112	35	346
1978-1979	N	Credits	N	Credits
Fall 1978	20	101	25	264
Spring 1979	13	67	22	246
TOTAL	33	168	47	510

Towson State University Fifth Midyear Desegregation Status Report

April, 1979

Towson State University offers a wide variety of undergraduate programs in the liberal arts and sciences, teacher education, applied health, and business administration, as well as master's degree programs in educational and liberal arts specialties. Located in the northern suburbs of Baltimore, Towson serves a geographically and socially heterogeneous population. In the last seven years, the University has undertaken to make its programs and services more responsive to the needs and aspirations of all segments of society.

In addition to its responsibilities under the Maryland Plan for Completing the Desegregation of the Public Post-Secondary Institutions in the State, Towson State University has also undertaken the implementation of a comprehensive Affirmative Action Plan. Compliance monitoring under both the desegregation and affirmative action plans has been assigned to the Affirmative Action Officer, who reports directly to the President of the University.

The development, implementation, and evaluation of programs to support the desegregation and affirmative action goals of the University is a continuous process at various levels in the University which relies on the accuracy and capabilities of the State data processing system.

Student Composition and Recruitment

Analysis of student composition shows a gradually increasing other race presence in the student body over the past several years. The Fall, 1978, enrollment figures show the following black presence among full-time undergraduate students:

First Year, First Time Students	12.36% black
Transfers and Other First Year Students	22.46% black
Second Year Students	11.83% black
Third Year Students	9.00% black
Fourth Year Students	7.02% black
Unclassified Students	24.02% black
TOTAL FULL-TIME UNDERGRADUATE	11.91% black

The enrollment of minority students did not increase between Fall, 1977 and Fall, 1978 as much as it had in the past several years. Some factors for the smaller increase are the declining number of college age students and the new, more cumbersome process of applying for financial aid as indicated by the lower percentage of black first year, first time students. Only if this year's smaller rate of growth continues will we have difficulty meeting the projected 1980 goal of a student body that is 14% to 16% black.

Minority recruitment under the direction of the Assistant Director of Admissions (Minority Recruiter) with the help of the Multiracial Student Recruitment teams, emphasizes the recruitment of larger numbers of qualified minority students. To make prospective minority students aware of the educational opportunities at Towson State University and to present the University as having an environment that is socially and psychologically suitable for minority students, the program comprises three phases: initial visits in the

Fall, return visits in the Winter to help with the applications and financial aid forms, and visits by teams of Towson students during the Spring. In addition to participating in the visits, student team members provide additional contact with prospective students: 1) telephone contacts to follow-up missing items on students' applications, 2) direct mailings to minority students to provide admission information, and 3) conducting student tours of the campus. The Admissions staff is conducting more extensive recruitment efforts in Prince George's County in order to reach more minorities.

To supplement the high school visits, the Admissions staff has worked closely with a variety of talent search and support programs. These programs serve as an additional means of identifying students for the purpose of admission, financial aid assistance, and counseling, and a close working relationship with these organizations has considerably improved Towson's image in the black community. The organizations worked with include Direct Search for Talent, Project Open, National Scholarship Service for Negro Students, Upward Bound Programs of Trinity College, Georgetown University, Howard University, Morgan State University, and Project Go, a program sponsored by the Baltimore City schools. The Admissions staff is hosting more campus visits from such groups. In its efforts to attract transfer students, the Admissions staff has continuing contact with community colleges throughout the State and direct contacts with outstanding minority community college graduates.

The Admissions staff is working more closely with Student Services to become more aware of and serve the needs of minority students, especially the provisional students who attend the Summer Transitional Program. The Admissions Office utilizes existing campus resources such as the Afro-American Cultural Center and the various black fraternities and sororities. An audiovisual presentation has been developed portraying opportunities for minority students at Towson State. Increasing problems and the availability of housing and financial aid and the slow rate of processing applications hinders the minority recruitment program. Additional Admissions Office minority staff would help increase our outreach to prospective minority students.

Student Services and Retention Program

Retention and student progression are interrelated problems. Retention of minority students depends not only upon creating a campus climate which is conducive to multiracial harmony by providing specific counseling and support services, but also on developing programs which enable the minority students to make reasonable progress towards a degree and other academic goals. The Skills Center continues its commitment to the goal of assisting inadequately prepared students to succeed in college. In an effort to accomplish this most effectively, some of the remedial and developmental offerings have been decentralized and are now the responsibility of the academic departments. The English Department offers two remedial English courses: Study and Communications Skills and Preparation for College Writing and houses the Writing Lab which works with students on their writing problems. The Learning Lab and the Reading Center in the Education Division give help in reading and study skills. The Chemistry and Physics Departments offer tutoring in those fields.

The Skills Center itself offers tutoring in English grammar and the lower division courses in the following disciplines: English, business, mathematics, modern languages, music literature, biology, economics, history, and political science. Weekly clinics in math, business, accounting, economics, and English grammar are offered by the Skills Center. Approximately half the students who receive help from the Skills Center are black. The Skills Center also coordinates the Summer Transitional Program for sixty provisional students which is again planned for the Summer, 1979.

The attrition rate of black students is still higher than that of white students at Towson State, but the gap is narrowing. Of the students who enrolled for the first time in Fall, 1976, 24.4% of the white students did not return in Fall, 1977 and 42.4% of the black students did not return. Of the students who enrolled for the first time in Fall, 1977, 28.9% of the white students did not return in Fall, 1978; 39% of the black students did not return. We are finding that the attrition rate of provisional and high risk students (39% of whom are black on the average) is one and a third times higher than that of students in general, indicating that our retention effort in both academic and Student Services areas are effective considering that the students in this group begin at a great disadvantage.

The Division of Student Services includes a component specifically designed to welcome incoming minority students in its Summer Orientation program called TRIAD. The Associate Dean for Minority Relations and the Black Student Union participate in this program. The Orientation program also includes a session for parents. A number of years ago, it was discovered that minorities were not attending these sessions, so the Family Outreach program was begun. Towson State University Orientation staff conducted two sessions per year in Baltimore City schools during 1976, 1977, and 1978. By the Summer of 1978, minority participation in the campus Family Orientation program had increased significantly. The Outreach program had met its objectives and plans were made to discontinue it so resources could be reassigned. In addition, provisional and high risk students attend TRIAD as a group on specifically designated days so that faculty and student services personnel can concentrate on their special academic needs. Courses in which such students have been successful in the past are made available to these students and all are advised to take Orientation, a one-credit course to assist them to develop good study habits and become acquainted with campus offerings and operations.

Minority students participate in the Counseling Center's services and programs in a proportion greater than their representation in the student body. During Fall, 1978, 14% of the students receiving individual counseling were black; 20% of the students participating in group counseling, workshops, and courses were black. In addition, the Counseling Center offers a number of services specifically for minority students: Leadership I and II; Lunch Bunch, a discussion group for minority students; a column in the Black Student Union newsletter, and two programs offered in conjunction with the Dean of Minority Affairs: Career and Graduate School Preparation Workshop for Minority Students and Career Planning for Minority Women.

The African American Cultural Center continues to offer a variety of programs: lectures, files, concerts, discussions, which focus on the cultural heritage and present status of blacks in America. Over 90% of the participants in the Center's programs are black. This center serves as a point of cultural identity for black students on campus. The Women's Center also offers programs dealing with race relations and the needs of minority women and reports that 30% of the people utilizing the resources and attending the programs are black. About 20% of the students seeking help from The Academic Advising Office are black. The Black Student Union is the Student Government Association's sponsored organization for black students and has an active program throughout the year. Both the Afro-American Cultural Center and the Affirmative Action Office are funded by the Division of Continuing Studies to operate in the Summer.

The academic program at Towson State promotes race relations and provides offerings of special interest to minority students. Six Afro-American study courses were offered during Fall, 1978; eight in Spring, 1979. In addition, other courses, i.e., Economic Geography, Urban Geography, American History, Women in Perspective, and Introduction to Human Relations, included material on Afro-Americans.

Financial Aid

Minority students constitute 32% of the students at Towson State University receiving college-based Federal aid and Basic Educational Opportunity Grants. Minority students receive 42% of Federal grant monies and 40% of Federal self-help monies. The balance in aid received by minority students comes from the State Other Race Grant Program, the only source of special funds for minority students. Less than 10% of the total financial aid currently available at the University is in the Other Race Grant program, while our percentage of minority students with financial need is higher than that. The projected economic profile of minority students indicates a need for much higher levels of financial aid resources as the University's minority enrollment increases. The other race grants meet only 49% of the need. Any short fall in financial aid funding of any type will undoubtedly impact most heavily on minority students and more financial aid is needed to promote the desegregation of Towson State.

Employment Composition

There has been a stabilization in the percentage of staff who are black and a decrease in the percentage of black faculty. Efforts are under way to increase the number, visibility, and job satisfaction of minority faculty and staff members. Greater participation in the Faculty/Administrator Exchange Program and more Minority/Other Race Internships would provide interim benefits. Currently the full-time faculty of the University is 2.5% black; including the faculty of Lida Lee Tall Learning Resources Center, the demonstration school on campus, raises the proportion to 4.25% black. Ten percent of the administrators are black, as are 16.6% of the professional nonfaculty employees.

Efforts to recruit more blacks in classified positions, particularly in the secretarial/clerical and technical/paraprofessional categories, are somewhat hampered by State personnel regulations. The easing of restrictive State personnel policies remains a priority objective of the Maryland Association of Affirmative Action Officers, the professional society of affirmative action/equal opportunity personnel and educational and governmental agencies in the State.

Recruitment of black faculty, professionals and administrative staff will continue to lag so long as the supply problem exists, particularly at the doctoral level. The University, therefore, urges additional Statewide efforts to increase the number of blacks completing the doctorate and professional degrees.

This year, minority faculty recruitment has been targeted as an acute need by the Affirmative Action Office. Efforts are underway to improve the recruitment during the 1979-1980 academic year. All faculty position vacancy announcements are now circulated to Towson's black faculty and staff members so that they can make contact with people they know who may be interested in and qualified for the positions. The Affirmative Action Office is also expanding its mailing list for position vacany announcements to include historically black colleges and universities (not just the ones that grant graduate degrees), large public universities which have minority graduate students, other colleges and universities where faculty may need or want to leave. In addition, the faculty hiring guidelines are being revised to promote the hiring of black faculty by eliminating the need to be colorblind in hiring and, instead, recognizing minority status as a positive characteristic in an applicant.

During 1978-1979, Towson State University had the good fortune of having two minority/other race interns placed on our campus. Although this program by its very nature does not contribute toward permanent desegregation, the increased number of minority professionals that it allows greatly benefits the campus community.

Administrative Coordination

The Compliance Review Committee serves as the multiracial coordinating committee specified in the Maryland Plan for Desegregation. Primary responsibility for program monitoring and development rests with the Affirmative Action Officer. The Compliance Review Committee is advisory to the Affirmative Action Officer. The Affirmative Action Officer maintains liaison with counterpart personnel in other institutions, systems, and State agencies, as well as coordinating the internal office to achieve desegregation goals.

Program Coordination

Towson State University remains committed to interinstitutional cooperation, particularly with the neighboring, predominately black institutions of Morgan and Coppin. At the graduate level the reciprocal arrangement with Morgan State University is particularly strong. The co-op program with the undergraduate level remains small but viable. Easy registration and transportation might make the program more attractive.

Conclusion

Towson State University continues to make progress in meeting its desegregation goals. Increased enrollment and retention of minority students, development of additional services, and the gradual balancing of staff in all the categories of employment remain priorities in our desegregation program. Within the contraints of an increasingly less flexible budget, the University continues to implement the provisions of the Maryland Plan for Desegregation.

FIFTH MID YEAR DESEGREGATION STATUS REPORT

UNIVERSITY OF BALTIMORE

1979

The University of Baltimore is a public, upper division, coeducational institution, also offering graduate and professional programs. Divisions of the University include a College of Liberal Arts, a School of Business, a Graduate School and a School of Law. Degrees offered include 1 First Professional 8 Masters and 15 Baccalaureate, the latter with 17 majors in the College of Liberal Arts and the School of Business.

In January 1975, the University of Baltimore was brought into the State Higher Educational System as an upper division "Academic Institution", that is third and fourth collegiate year and post graduate studies. As a specialized upper division/graduate/professional institution, the only one of its kind in Maryland.

The primary undergraduate function of the University is to provide academic opportunities and services at the Junior-Senior level to transfer students from community colleges and elsewhere. A liberal transfer of credit policy has been instituted to accommodate transfer students from community colleges and other colleges. Each college of the University has specific objectives; but all strive to transmit to students:

- Mastery of a field of knowledge
- A critical appreciation of the nature and application of knowledge, an understanding of society, and a sense of individual purpose and creative accomplishment
- The need for constructive participation in the democratic processes of the University and the larger community in which it functions

STUDENT COMPOSITION

Based on available data, the Spring 1979 enrollment statistics are as follows:

All Students (Undergraduates, Graduates, and Law)

823	Black	16.5%
9	American Indian	0.1%
46	Asian American	0.9%
20	Hispanic	0.4%
[illegible]	White	[illegible]
[illegible]	Foreign (Non-[illegible]	[illegible]
[illegible]	Race Unknown	[illegible]

4,[illegible] Total [illegible]

Based on available data, the Spring 1979 undergraduate statistics are **as follows:**

All Undergraduates (Part-time and Full-time)

561	Black	19.8%
5	American Indian	0.1%
26	Asian	0.9%
2,105	White	74.3%
95	Foreign (Non-American)	3.3%
13	Hispanics	0.4%
26	Race Unkown	0.9%

2,831 Total Undergraduates

The Black student undergraduate population has decreased slightly from 20.9% last year to 19.8% for the Spring 1979 term. The American Indian student has decreased from 0.4% to 0.1% followed by a decreasing Foreign student population 3.8% to 3.3%, Hispanics 0.3% to 0.4% and the Race Unkown category 1.2% to 0.1%. The White student population decreased from 2,344 to 2,105 but has increased proportionately from 72.6% to 74.0%. There has been a slight decrease in students of all ethnic categories which is consistent with the national trend. In spite of the overall decrease in the various racial categories, hopefully the University will meet its commitment to enroll 18.0% minority students by 1980. This commitment was written into the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the state (February 1974).

ADMISSIONS CRITERIA

The Undergraduate schools have been changed to conform to upper division status. The Maryland Council for Higher Education defines upper divisional status for the University of Baltimore to mean that full-time enrollees shall be only those students who are enrolled at the Junior level and above. As of the Fall 1976 semester, or thereafter, a minimum of 56 credits must be earned outside the University of Baltimore for a degree/certificate/diploma at the institution. As of September 1976 the University will admit as full-time students only those persons who have accumulated 56 credits or more. After September 1976, no person without Junior standing or above may be enrolled for more than 9 credit hours per semester. None of the above definitions shall be applicable to students enrolled at the University of Baltimore prior to the Fall semester, 1975.

GRADUATE PROGRAMS

Graduate programs at the University are at present almost entirely part-time evening programs. All graduate programs have the option of requiring additional admissions devices such as letters of recommendation, Graduate Management Admission test scores, Graduate Record Examinations, test scores, and a satisfactory grade point average. Nevertheless "conditional" admission is possible in all these programs. An interview with the department chairman is necessary and required prior to enrollment.

As part of its desegregation efforts, the University of Baltimore and Morgan State University have jointly implemented the Graduate Program in Sociology. The Graduate Program in Sociology is a two tiered program which is offered jointly by the two universities and a Doctor of Philosophy degree in Sociology is offered by Morgan State University with instructional support from the University of Baltimore. Special features of the program at the institutional level are its provision for extensive faculty interaction between the two participating universities and its emphasis on completely avoiding duplication in course offerings in the program at these institutions. It should also be noted that this joint program will dramatically contribute to the state's efforts to further desegregate higher education with respect to students and faculty. This cooperative program became operational in September 1978.

During the Fall 1976 semester, the University of Baltimore and Coppin State College initiated its cooperative program in the Criminal Justice Graduate division. Also, the cooperative Graduate program in Recreation between the University of Baltimore and Coppin State College is currently operational.

The University has been actively involved with the Minority/Other Race Internship Program. As of July 1, 1978, two of the University's graduate students have been assigned to other state universities where their race will be in the minority. (1) Criminal Justice Graduate student, Black male has been assigned to the University of Maryland, College Park and (1) Psychology Graduate student, White female has been assigned to Morgan State University. The University of Baltimore has received a Graduate student from Morgan State University's Urban Planning Graduate Program. This student has been assigned to the Regional Development Program under the Sociology Department. This office has received requests for Minority/Other Race Interns to assist in various programs and departments.

Based on available data from the Spring 1979 term, the Graduate School's enrollment statistics are as follows:

All Graduate Students (Part-time and Full-time)

230	Black	22.7%
3	American Indian	0.3%
20	Asian	1.9%
908	White	69.9%
78	Foreign (Non-American)	7.7%
2	Hispanic	0.1%
14	Race Unkown	1.3%

1,255 Total Graduate Students

LAW SCHOOL ADMISSIONS

Admission to the University's Law School is based upon the student's undergraduate grade point average and the Law School Admission Test scores. The average test score for the August 1978 entering class was approximately 590 on the L.S.A.T. and approximately 3.1 for the undergraduate grade point average. The Director of Law School Admissions office and the Law Minority Relations Counselor have visited all Maryland institutions of higher learning and they have made a special point of visiting those campuses which have predominately minority enrollment for recruitment purposes. The Law School has experienced some difficulty in attracting qualified minority students. It is a rigorous academic program and the qualified minority student is vigorously sought by all American Law Schools. The University's financial aid in terms of "Other Race" Grants has been limited, thus hampering recruitment efforts in attracting minority students. The University plans to receive a Minority Law Student Grant of $50,000 from the State Legislature. This grant will aid in the recruitment of minority law students. The objective of the Minority Law Student Grant is twofold: (1) to attract and admit as many qualified minority applicants as possible, and (2) to retain those students who were admitted trhough completion of the Juris Doctorate degree requirements. The University's current financial aid (which basically covers the costs of tuition and books) is not adequate enough to attract the more qualified minority student applicant because most minority applicants are also in need of a stipend that includes a housing allowance. Thus, many referrals either apply for the Evening Division of the Law School, or do not apply at all.

As a result of the limited financial assistance to the Minority Law Student, the Law Schools with larger financial assistance programs will usually attract and enroll this student.

The University employs a Law Minority Relations Counselor. This person works very closely with the Director of Law Admissions in the recruitment of potential minority law students. Based on available data, the Spring 1979 Law School enrollment statistics are as follows:

All Law Students (Part-time and Full-time)

32	Black	3.6%
1	American Indian	0.1%
0	Asian	0.0%
820	White	92.7%
3	Foreign (Non-American)	0.3%
5	Hispanics	0.5%
23	Race Unkown	2.6%

884 Total Law Students

During the summer of 1975, the Law School introduced its pilot program. This program introduced first year Law Students to academic preparation for survival skills in Law Schools. They were exposed to many Law School concepts, ex., preparing legal brief, legal writing, and in general the format for a first year Law student's requirements.

First year Law students of 1976 were introduced to an improved and expanded Summer Law program. New courses have been added to benefit the student. An improved orientation program and a "contracts" course will be added to assist the student in improving his/her legal skills. Minority students as well as Non-Minority students are encouraged to participate in this program. Student response to this program has been favorable.

COUNSELING SERVICES AND ACADEMIC SUPPORT PROGRAMS

The University's Counseling Center has services and programs to benefit the minority student as well as the non-minority student. Counselors are available on a day and evening basis to counsel all students. Counselors are involved with Admissions, Academic and Personal types of counseling. There is a minority relations counselor on duty in the event that her services are required. The Counseling Center offers numerous examinations for advanced placement credit, graduate school testing requirements, and vocational interest test. Small group counseling sessions are encouraged for students with poor study habits. A tutorial program is available for students requiring the service.

As initiated by the Maryland Board of Trustees of the State Universities and Colleges, the Academic Retention Program seeks to provide quality, low-cost undergraduate and graduate education to all within the State College and University system. The specific focus of the program is the development and support of the underprepared student who demonstrates inadequacy in the basic skills and in the persistence necessary for successful completion of the college curriculum.

In accordance with the goals of the Academic Retention Program, efforts are underway at the University of Baltimore to identify the underprepared student and to collect data which will identify the variables associated with his lack of preparation. Concurrently, interviews are being conducted with the administration, faculty, and existing support service personnel to identify areas of particular academic concern in the class room and to identify policies and procedures which are non-supportive of the underprepared student.

Considerations are currently being made as to the most appropriate means of identifying future underprepared students, referring them to support services, and providing them with individualized programs of instruction. Also, of particular concern, are the means by which the faculty may best be made aware of the characteristics and learning styles of underprepared students so that effective modes and methods of instruction may be implemented. The Academic Retention Program was initiated at the University of

Baltimore in February 1977, with the appointment of an Academic Retention Specialist whose function is to serve as the coordinator for the Program. The General objectives of the University's program are the coordination and extension of existing support services and the development and implementation of new services in areas of demonstrated student need.

The Academic Resource Center has been established as the base of operations for the Academic Retention Program, providing remedial and developmental instruction in basic academic skills (reading, writing and mathematics), in study skills, and in content-area subjects, which present particular problems for the underprepared student. The general operation and maintenance of the center is under the direction of the Academic Retention Specialist, who also provides evaluation, diagnosis, and programming in reading and study skills instruction.

FINANCIAL AID

The Financial Aid Office at the University of Baltimore administers Federal, State, Local and Institutional Financial Aid Funds. Minority students are eligible for all of the above programs and are assisted in completing their degree plans at the University.

The purpose of the Financial Aid Office is to provide a "package" of financial assistance for the express purpose of helping exceptionally needy students meet their educationally related expenses. For the minority students, three programs have been designated. The Other Race Grant is sponsored by the Maryland State Scholarship Board to assist undergraduate minority students in attendance at the University. The Graduate Other Race Grant is also sponsored by the Maryland State Scholarship Board to assist graduate minority students. The Minority Law Grant is an institutionally sponsored grant for minority Law students on a renewal basis. Minorities are also eligible for all other types of aid available at the University. We feel that the minority student in attendance at the University is assisted in all classifications of enrollment.

Since we are an upper division institution and drawing students from the Community Colleges, our minority enrollment will be increasing. We are finding that the majority of the most needy students tend to be minority students. Our present minority aid recipients receive 50% of all financial aid awards.

Listed below is the volume of funds available for Fiscal Year 1979 and Fiscal Year 1980.

	ACTUAL 1978-79	PROJECTED 1979-80
OTHER RACE GRANT (UNDERGRADUATE)	47,000	50,000
OTHER RACE GRANT (GRADUATE)	20,000	20,000

	ACTUAL 1978-79	PROJECTED 1979-80
MINORITY LAW GRANT	50,000	50,000
NDSL	80,000	90,000
KELLEY FOUNDATION (GRADUATE)	10,000	10,000
BEOG	275,000	320,000
SEOG IY	41,907	25,000
SEOG RY	55,977	85,000
CWSP	75,148	95,000
INSTITUTIONAL EMPLOYMENT	192,000	220,000
MERIT SCHOLARSHIPS	80,000	80,000
FOUNDATION FELLOWSHIPS	40,000	40,000
GAURANTEED LOANS	320,000	450,000
LEEP	191,000	204,000
INSTITUTIONAL GRANTS	5,000	5,000
EMERGENCY LOAN	6,000	5,000
TOTAL	1,489,032	1,749,000

EMPLOYMENT COMPOSITION

Statistical data which reflect minority and non-minority faculty, administrative and classified personnel is enclosed. The main difficulty that we foresee in this recruiting drive is the hard fact that in the academic areas of Business and Law, there are not many Black scholars (Ph.D. and J.D. level) being produced in the United States at this time.

The University has encountered serious problems in attracting Black faculty members. We realize that non-traditional means for searching out and identifying minority candidates for faculty and staff positions have to be utilized. We have directed our recruitment efforts toward minority publications, newspapers, professional organizations, and journals of higher education. We have written to Black Professional Organizations asking them to forward to us the names of qualified minorities to fill faculty positions. The response rate from the professional organizations has been poor. The University has placed faculty and administrative vacancy listings in the State Board for Higher Education's Central Placement Bureau in hopes of attracting minority applicants.

All full-time faculty members are required to possess the terminal degree in their respective disciplines. In many instances minority's holding the Ph.D. degree will be attracted to the larger college or university where the salary scale is higher than that of the University of Baltimore. Competition with the college or university for the minority faculty person with the terminal degree is intense. As the necessary resources are made available, in-service training programs will be provided. [illegible] encourages and supports employee enrollment [illegible] will lead to increasing the employees and [illegible] opportunities.

ADMINISTRATIVE COORDINATION

The Multi-Racial Coordinating Committee is composed of faculty members, administrators, and students from the College of Liberal Arts, Law School, School of Business, Admissions, Public Information, Financial Aid, and the Graduate School. The coordination of all programs and policies related to the recruitment and retention of minority students, and grievances with racial overtones, will be directed to the Multi-Racial Coordinating Committee. The Multi-Racial Coordinating Committee makes recommendations to the President of the University.

MORGAN STATE UNIVERSITY

FIFTH MID-YEAR DESEGREGATION STATUS REPORT
SUMMARY

DESCRIPTION OF THE UNIVERSITY, ITS MISSION AND UNIQUE CHARACTERISTICS

A school with a particularly rich history of educating Black Americans of Maryland, Morgan has come through three major eras on its way to becoming the University it is today. It has been one hundred-eleven years since the founding of the college which was to become Morgan College in 1890, Morgan State College in 1939, and Morgan State University in 1975. Since 1867, Morgan has grown from:

... a small and humble private institutution to a significant and promising public institution,
... an institution devoted primarily to education of Negroes to a university which serves an extensive clientele without regard to race,
... an institution with a handful of students to one with over 5,000 students,
... an institution designed primarily for the education of ministers to one offering undergraduate work in 22 departments and 45 areas of study, graduate work in several departments and a new doctoral program, dedicated to providing instruction in the liberal arts and sciences,
... a single classroom to a beautiful campus of 130 acres and 35 buildings,
... an institution with an annual operating budget of practically nothing to over 22 million dollars in 1978,
... an institution with little impact on the community to one which has an international reputation as an outstanding institution of higher education, whose graduates are playing significant roles in state and national activities.

STUDENT COMPOSITION

Based on an average of enrollment for fall and spring semesters of 1978-79, approximately 89.21% of the 5003 student enrollment is undergraduate and 10.79% is graduate. Of the 540 graduate students, 346 (64%) are black and 194 (36%) are non-black. The percentage breakdown for the total student population is 87.87% black and 12.13% other race. This is an increase of about 4% compared to four (4) years ago.

OTHER-RACE RECRUITMENT

The Office of Admissions and Recruitment is the primary office with responsibility for recruiting other-race students to Morgan. The strategies used have not changed substantially from previous years, but rather they have become more intensified.

The use of other-race staff and students has been intensified both in the high school visits and campus activities. They have been used in Morgan's recruitment booths at fairs, malls and other events. A brochure "Education Has No Color" is widely disseminated to those who inquire either generally or specifically about white students at Morgan. Campus activities have been geared to attract the broadest possible audience. Morgan's banner wavers, namely the choir and the band, also known as "The Magnificent Marching Machine", performed at selected high schools, both in Baltimore City and outside in order to increase our other-race contacts.

RETENTION PROGRAMS

Many mechanisms have been used to retain students at Morgan State. Some of these mechanisms are listed below:

1. Placement of freshmen -- 1957-1973: the Three Curricula Programs; 1973-Present: Differential Placement, Corrective Course Program.
2. Counseling and the Freshmen Orientation Program
3. A prediction equation for placement of freshmen
4. Placement by levels in English 101
5. The "A", "B", "C", "U" Grading system for freshmen
6. Students on probation pursuing a reduced academic load
7. Review of grades by the Academic Review Committee
8. Research on retention: GED and Provisional Students
9. Continuation of Clinical Instruction Program
10. A CETA grant approved by the Department of Labor designed to reduce retention will begin June 15, 1979.
11. Departmental counseling for students in difficulty.

The Freshmen Program also emphasizes honors programs and completion of courses through proficiency examinations.

The Counseling Center is responsible for interpreting profiles in individual conferences with students, peer counseling and overall coordination of the Freshmen Orientation Period. The Freshmen Orientation classes are taught by Counselors and meet twice each week, yielding one credit hour. The subject matter of this course is the student, divided into four major units: Introduction to each other; Morgan and expectations and requirements of post-secondary education; Study Methods and Skills; Individual and Interpersonal Growth and Development and Career Planning.

The Lower Division has also identified students who appear to be in difficulty and set up special advisement sessions. Undeclared majors are counseled individually by this office.

An Honors Seminar Luncheon Series was conducted by the Office of the Vice President of Academic Affairs. Students were exposed to Senior Faculty whose discussions centered around survival. A major effort is being made to increase the retention rate of better able students.

NARRATIVE PROFILE OF FACULTY, ADMINISTRATIVE AND CLASSIFIED STAFF

FACULTY

The faculty of Morgan consists of 318 full-time persons. Seventy-six (76) percent (243) are black, nineteen (19) percent (58) are white, four (4) percent (13) are Asian and one (1) percent (4) are Other/Unknown.

EXECUTIVE/ADMINISTRATIVE

There are forty-five (45) persons in Executive/Administrative positions. Seventy-three (73) percent (33) are black, sixteen (16) percent (7) are white, and eleven (11) percent (5) are Asian and other.

CLASSIFIED

There are 334 classified employees. Eighty-six (86) percent (287) are black, one (1) percent (4) are Asian and thirteen (13) percent (43) are white.

UNCLASSIFIED

The unclassified staff consists of ninety-six (96) persons. Eighty-nine (89) percent (85) are black, five (5) percent (5) are Asian and six (6) percent (6) are white.

RECRUITMENT EFFORTS FOR OTHER-RACE FACULTY AND ADMINISTRATIVE STAFF

Search committees for academic departments and administrative offices have been instructed to include in their deliberations consideration of persons of all races, both sexes, and without regard to age, based on quality credentials as the first criterion.

During the past year Morgan has employed two (2) other-race faculty members, two (2) department heads, and three (3) support staff members.

INSERVICE TRAINING PROGRAMS FOR CLASSIFIED EMPLOYEES

The resources of the Management Development Center of Maryland have been utilized for in-service training purposes during the past year. Staff of the Center conducted a sixteen-week on-site course in principles of supervision of department heads and activity directors. Classified employees registered for the following courses at the Management Development Center: Principles of State Personnel Administration; Grievance Handling; The Maryland Legislative Process; Management by Objectives and Results: Time Management; Executive Management Seminar; Survival Techniques for Women Managers; Dealing with Unsatisfactory Subordinate Performance; and Managerial Planning: The Executive Planning Process.

Planning has been completed for an extensive in-service education series for the 1979-80 fiscal year under the overall direction of the Vice President for Business and Finance.

STATUS AND ACTIVITIES OF THE AFFIRMATIVE ACTION PLAN COMMITTEE

During 1978-1979, the Affirmative Action Plan has been reviewed and revised by an ad hoc committee established by the President.

FINANCIAL AID

SOURCES

Financial aid is available through a range of resources that include loans, grants, work scholarships, merit scholarships and grants-in-aid. The source of funding is primarily Federal, but is augmented by public funds from Maryland and other states, as well as private gifts and grants and institutional funds.

ADEQUACY

Although improved, the level of funding could be improved. FY 1979 has indicated some overall improvement as a result of a combination of the Basic Grant and Supplemental Grant programs, and the availability of increased funds for the National Direct Student Loan program as a result of better than satisfactory loan repayments. For fiscal year 1979 approximately 90% of all full-time students will have received some form of financial assistance.

In terms of the adequacy of the Other-Race Grant Program through this year, we find that we are able to expend all allocated funds for graduate student aid. A modest reversion of grant-in-aid funds for undergraduate students is projected for FY79. It should be noted that Morgan has employed two other-race recruiters during FY79 and the results of their efforts should be reflected in an increase in other-race students for FY80, and the projected full utilization of all other-race scholarship funds.

UNIVERSITY OF MARYLAND AT BALTIMORE

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

1979

UMAB PROFILE

University of Maryland at Baltimore (UMAB) is located in downtown Baltimore. The campus has in its educational complex the only publicly funded School of Medicine in the State; the only Schools of Dentistry, Pharmacy, Social Work and Community Planning and graduate nursing programs in the State of Maryland; and one of the two Schools of Law in the State. University Hospital is an integral part of the campus educational environment. Teaching, research, and service are the central purposes of UMAB. Integral to each of these purposes is the underlying responsibility of a public university to educate professionals who provide for human service requirements consistent with the geographic and population dynamics of the State.

The University of Maryland at Baltimore professional schools approach recruitment, admissions, retention, and graduation as a total process. If we are to increase enrollment from under-represented groups, we must systematically develop total pipeline techniques. This report reflects the progress made toward involving UMAB professional schools toward a centrally designed approach.

STUDENT COMPOSITION

Student Population Racial Characteristics

Table 1 shows the 1978-79 enrollment data by sex and race for all students attending schools at the UMAB campus.

TABLE 1: UMAB STUDENT ENROLLMENT BY SEX, BLACK MINORITY, AND ALL OTHER MINORITIES

Enrollment

Total		Female		Black Minority		All Other Minorities	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
4,643	100	2,586	56	434	9	131	3

Only 12% of the total student population is minority and only 9% are Black, far below a representative 18%.

Table 2 shows 1978-79 enrollment data by race and sex for the UMAB Schools of Dentistry, Law, Medicine, Nursing, Pharmacy, Social Work and Community Planning, Allied Health, and Graduate School.

TABLE 2: TOTAL 1978-79 UMAB STUDENT RACIAL COMPOSITION BY PROFESSIONAL SCHOOL AND GRADUATE

Professional School	Total Enroll.	Male	Female	Black American	Other Min.	All Others
Dentistry	598	489 (82%)	109 (18%)	41 (7%)	23 (4%)	534 (89%)
Law	800	491 (61%)	309 (39%)	92 (12%)	2 (0%)	706 (88%)
Medicine	818	601 (73%)	217 (27%)	48 (6%)	39 (5%)	731 (89%)
Nursing	1,067	38 (4%)	1029 (96%)	113 (11%)	18 (2%)	936 (87%)
Pharmacy	358	194 (54%)	164 (46%)	34 (9%)	30 (8%)	294 (83%)
Social Work	744	187 (25%)	557 (75%)	87 (12%)	8 (1%)	649 (87%)
**Allied Health	258	57 (22%)	201 (78%)	19 (7%)	11 (4%)	228 (89%)
Graduate	553	126 (23%)	*427 (77%)	26 (5%)	19 (3%)	508 (92%)

*When students enrolled in the Nursing Program are eliminated from the total, this percentage is 42%.

**Allied Health includes the departments of Physical Therapy, Medical Technology, Radiologic Technology, and Dental Hygiene.

It is clear that the majority of our schools, especially the science curriculum schools, are considerably below population representation with regard to Blacks.

Table 3 shows the number of entering students for 1978 by professional and graduate school.

TABLE 3: FIRST YEAR ENROLLMENT OF BLACK MINORITY STUDENTS FALL SEMESTER 1978 BY SCHOOL

Professional School	Entering Black Minority Enrollment
Dentistry	9
Law, Day & Evening	34
Medicine	11
Nursing	47
Pharmacy	11
Social Work	37
Allied Health	10

By the mid-1970's, those blatant factors contributing to discrimination had been systematically reduced. However, the fact that admissions for minority students has plateaued at this time, far below the projected goal of 18%, reinforces the complexity of factors which prohibit the entry of minorities into these professions. In summary, revised desegregation efforts reflect a systematic effort to address institutional barriers to quality practitioners in these human service professions.

ADMISSIONS

The admissions procedure and criteria for each school are as follows:

Dentistry - An applicant to the Baltimore College of Dental Surgery, Dental School, University of Maryland at Baltimore needs to have at least 90 semester hours, exclusive of Physical Education and military science, of which a maximum of 60 semester hours may have been earned from a two-year institution. The required courses include one year of English (6 credits) and one year, including a lab, (8 credits) in General Biology, General Chemistry, Organic Chemistry, and Physics. A recommendation from either a pre-professional committee or one each from the Department of Biology and Chemistry is also required. It is preferred that residents have science and cumulative GPA values of 2.6 or higher and scores of 4 or higher in the Academic Average, 2-Dimensional Perceptual Ability Test (2D-PMAT) and 3-Dimensional Perceptual Ability Test (3D-PMAT). Non-residents must have GPA values (2D-PAT) and 3-Dimensional Perceptual Ability Test (3D-PAT). It is preferred that non-residents have GPA values of 3.3 and scores of 5 in each of the sections of the DAT listed above to be eligible to apply. After receiving an applicant's folder from the central application service, a Maryland application will be sent to those who meet the above requirements. Every applicant who eventually may be given an offer must be interviewed. Selection, as a result of the action of the entire Admissions Committee, is based upon applicant's GPA values, DAT scores, recommendations and interview before two faculty members, one student member and the Assistant Dean for Recruitment and Admissions.

Law - The Admissions Committee consists of three members of the faculty; much of the admissions activity is coordinated by a Director of Admissions. The Committee meets periodically throughout the year. In reviewing applications from minority students, it reviews and weighs the same factors as applied to all applicants. Although applicants are welcome to visit the School and meet with students and the Director of Admissions, the Committee does not normally utilize interviews as a regular part of the evaluation process. As all applicants bring with them varying backgrounds and experiences, it is impossible to catalog all relevant factors in addition to undergraduate grade point averages and LSAT scores. We encourage, therefore, applicants to submit academic references and to provide in a written statement any additional information they believe would assist the Committee in properly assessing their application.

For details on the mechanics of filing an application for admission, please review carefully the material in the catalog. An initial decision by the Admissions Committee is normally made within three weeks of receipt of all required documents. However, a final decision on many applications may be deferred until the spring in order to allocate fairly the limited number of places available. All applicants, including those for whom a final decision is deferred, are notified promptly of that decision.

Of the 134 Black applicants who completed applications for admission for the 1978 entering class, 64 were accepted and 34 enrolled. The average Law School Admission Test (LSAT) score of the students accepted was 514, and the average undergraduate grade point average (GPA) was 2.92.

Medicine - Academic achievement, extracurricular activities, personal characteristics, recommendations from college instructors or the pre-medical committee, scores on the Medical College Admissions Test (MCAT) and personal interview are all carefully considered in evaluating an applicant. Academic achievement and/or high scores on MCAT do not in themselves ensure acceptance. Of equal concern to the Committee on Admissions are the applicant's personality, character, motivation, sincerity of purpose and an assessment of the applicant as a potential physician. Communication skills, honesty, integrity, acceptance and carrying out of responsibility and involvement in activities in the area(s) of the applicant's interest(s) must also be demonstrated.

Matriculants are required to accept the provisions of the Judicial Board and agree to assume its obligations prior to registration.

Applications from persons with outstanding credentials from other areas of the United States and Canada are welcome and will receive all possible consideration. However, strong preference in the selection process is given to residents of the State of Maryland. Because of the large number of persons applying, applications can be processed only from citizens of the United States and Canada. A permanent alien immigrant is considered as being a citizen for selection purposes.

Nursing - Undergraduate - The system often referred to as "block admissions" was used in admitting the students in Fall 1978. In essence, this meant that all credentials of each applicant were evaluated, ranked according to specified criteria, and all admission status letters mailed to the applicants on a predetermined day. In the case of the admission class of 1978, it was May 1.

The admission procedures used originated with the UMAB Office of Admissions and Registration. The staff of that office sent to applicants a common campus application form which included a Courses-In-Progress form. When returned, this campus office processed the application and:

1. Verified that the college(s) attended were regionally accredited
2. Determined the grade point average of all college courses
3. Rejected and notified those with a lower than 2.0 grade point average
4. Sent the record to the School of Nursing (Office of Admissions and Progressions) for the determination of credits acceptable for the nursing major, screening by the School's Admissions Committee,

and the final offer of admission to the School. (The record sent consisted of the Courses-In-Progress form, transcript(s), and excerpted demographic data from the application.)

Designated members of the School of Nursing's Admissions Committee were responsible for assessing the academic records of all undergraduate applicants to determine if they meet the School of Nursing requirements. The assessment process involved:

1. Verification of the completion of 44 semester hours of applicable credit
2. Designation of courses and credits acceptable to the School of Nursing
3. Special evaluation of the required natural science and nutrition courses
4. Review of the Courses-In-Progress form to determine applicant's plans to complete preprofessional requirements by the established 1978 registration dates
5. Computation of the admission grade point average based on required courses for the nursing major
6. Ranking generic UMAB and Mercy applicants according to academic admission criteria
7. Mailing all admission and rejection letters on May 1.

Criteria for Admission:

The admission criteria for the generic and registered nurse students were basically the same with one exception; it can be identified in the following chart:

1978 Admissions Criteria For Generic and Registered Nurse Undergraduate Applicants

Admission Criteria	Generic Applicant	R.N. Applicant
44 credits - 8 of which are required natural science credits completed at application deadline	X	X
59 credits of required lower division work by matriculation deadline	X	X
Minimum of 2.0 G.P.A. based on required lower division courses	X	X
Allied Health Professions Admission Test	X	
Challenge Examinations for advanced placement		X

In 1977, the School of Nursing Admissions Committee decided to use the Allied Health Professions Admission Test (AHPAT) as one criterion for admission to the generic program in 1978, for the reasons:

1. It tests for competencies in five areas which are considered important to the student's success in the program. These are: verbal ability, quantitative ability, biology, chemistry and reading comprehension.
2. The test was normed on the performance of students enrolled in upper division health related programs rather than beginning college students or high school seniors.
3. The cumulative grade point average on admission seems to be losing its traditional, predictive power for success in the program, due possibly to grade inflation in some colleges of origin.

The Admissions Committee members abandoned their plans to determine one numerical score for each applicant, ranking from high to low, and then using the ranked scores for determining which applicants would be either accepted, placed on a waiting list or rejected. The single numerical score was to be determined by mathematically combining the applicant's G.P.A. and AHPAT scores. Instead, all applicants who applied and met the first three criteria specified in the previous chart were admitted. This change in plans was due to a drop in the applicant pool; 465 applicants in 1977 to 399 in 1978, and the large number (52) who withdrew their applications for various personal, academic and economic reasons.

The registered nurse applicant is admitted to the School contingent on passing challenge examinations for advanced placement. One hundred ten students passed the examinations and were admitted to the School with senior status. The eighteen (18) who failed the examination were given the opportunity to matriculate in the generic program as junior students and three (3) accepted the offer. Each of the students who failed the examination was offered academic counseling and received a letter specifying the process they should use in reapplying for admission at a later date. Hopefully, these fifteen students will decide to reapply for the admit class of 1979 and be able to successfully complete challenge examinations for admission.

Nursing - Graduate - The masters program in nursing is part of the Graduate School of the University of Maryland and adheres to their admission criteria and procedure.

Admission Criteria: For admission, the applicant must meet the requirements of both the Graduate School and the Graduate Committee on Admissions, Progression and Graduation of the School of Nursing. These requirements include:

1. A baccalaureate degree with an upper division nursing major from an NLN accredited program;
2. Completion of a course in elementary statistics;
3. A photocopy of licensure for the practice of nursing in one or more states;
4. Official scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test;

5. Undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.75 and 3.0, provisional acceptance may be considered if the candidate demonstrates graduate potential by other means;
6. Evidence of personal and professional qualifications from three professionals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in Graduate School. Suggested sources include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses;
7. Personal interviews are required for Primary Care and encouraged by all specialty areas;
8. Two years of clinical experiences are required for Primary Care and one year of experiences in a maternity or pediatric setting is required for Maternal and Child Health Nursing.

Each applicant's previous academic work, personal qualifications and professional experience are evaluated individually to determine qualifications for admission. Those applicants who exhibit exceptional qualities without meeting the stated criteria may apply for special consideration. Students who seek variance from an academic policy should appeal to the Committee on Admissions, Progression and Graduation.

All qualified applicants are offered admission. To date, the University resources (including faculty and clinical placements) have been sufficient for unlimited enrollment. The need for masters prepared nurses in Maryland and the Southern region is so great that a restriction in total enrollment is not anticipated in the foreseeable future (providing adequate resources are available).

Admission Procedure: The admission forms should be obtained from the Office of Graduate Studies and Research, University of Maryland at Baltimore, 524 W. Lombard Street, Baltimore, Maryland 21201.

1. An application fee of $15.00 must accompany the application for admission. This fee is not refundable under any circumstances, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.

2. The following materials should be returned directly to the Office of Graduate Studies and Research, University of Maryland at Baltimore, 524 W. Lombard Street, Baltimore, Maryland 21201:

    a. Two copies of the application for admission to the Graduate School;
    b. Application fee;
    c. Two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required;
    d. Letters of reference from three professionals who know the candidate's qualifications;
    e. Official record of the results of:

        1. The Miller Analogies Test (test available through testing services of most colleges and universities);
        2. The Aptitude Test of the Graduate Record Examinations, (applicants should write to the Graduate Record Examinations, Educational Testing Services, Princeton, New Jersey 08540 for details).
        3. Applications and supporting documents must be received by July 1 for the fall semester, December 1 for the winter session and the spring semester, and May 15 for the summer session.

Pharmacy - While the normal admissions procedure is application, transcripts, Pharmacy College Admission Test (PCAT) results and then interviews, the Committee on Admissions interviews all black applicants that complete the information required for an admission decision. This admissions procedure is based upon the research and experience of the Association of American Medical Colleges.

Two interviews are conducted by two members of the Committee on Admissions. Each interviewer is asked to rank the applicant on the following eight variables:

1. Positive self-concept or confidence
2. Understands and deals with racism

3. Realistic self-appraisal, especially academic
4. Prefers long-range goals to short-term or immediate needs
5. Availability of strong support person
6. Successful leadership experience
7. Demonstrated community service
8. Demonstrated pharmaceutical interests

An applicant is then evaluated using the interview, grade point averages, and PCAT scores, and an admissions decision made.

Social Work and Community Planning

Admissions Procedures:

The application deadline was changed during the year from February 1st to April 1st. Applicants are required to submit the following material: two official transcripts of all college work, 3 references, test score from either the Graduate Record Exam or the Miller Analogies Test, an autobiographical statement, two application forms and a $15 fee. When the application is complete, it is processed for a decision. A rolling admissions policy is used and applicants are notified as soon as a decision is made. Decisions are made by the Director of Admissions when the application clearly falls in the acceptable or rejection category. Applications which are marginal and fall in the possible provisional admission category are read by a member of the Admissions Committee and submitted to the Committee as a whole for a decision.

Admissions Criteria:

Applicants must present evidence of ability to do graduate level academic work and suitability to the social work profession. A grade point average (GPA) of 3.0 on a 4.0 scale, or a B average, is required for full status admission. Applicants may be accepted on a provisional basis with a GPA between 2.65 and 3.0 if there is other evidence to suggest probable success in the program. GRE scores of 450 or more per section or MAT scores over 57 are expected. High test scores lend weight to the application with a marginal GPA. Low test scores confirm the marginal quality of a low grade point average.

The autobiographical statement is scored according to the criteria provided for the statement. References are reviewed. Questions raised by content or inadequate material may result in a personal interview.

Allied Health

Dental Hygiene - The Dental Hygiene Admissions Subcommittee acts on admissions. There are minimum grade point averages and academic credits which an applicant must meet. All Dental Hygiene applications must be submitted by February 1st and all supporting documents received by March 1st. The personal interview, in which each candidate is interviewed by three members of the Dental Hygiene Admissions Subcommittee, is conducted for all eligible applicants. Each candidate is evaluated for the following characteristics: demeanor, maturity, communication, independent thinking ability, eagerness to learn and appearance. The Dental Hygiene Admission Subcommittee makes its selections after all applicant materials for all applicants have been submitted and reviewed, and after all interviews have been conducted. Each class is composed of those individuals who have ranked the highest in the above enumerated criteria. An alternate list of the next ranking applicants is also compiled in the event that some offers of admission are not accepted. All applicants not accepted, including those remaining on the alternate list, must reapply for subsequent year consideration.

Medical Technology - Students are accepted into the Medical Technology program on a competitive basis. Criteria are set by the Admissions Committee and are as follows:

1. A minimum grade point average of 2.5 (2.0 in science) and completion of all required courses. A total of 90 semester hours.
2. Allied Health Professions Admission Test.
3. Letters of recommendation.
4. Personal interview.

Physical Therapy - The criteria used for the 1978-79 academic year regarding evaluation and selection involved the following:

a. Grade point average for required courses counted a maximum of 40%.

b. The Allied Health Professions Admission Test, which was based on national norms, counted a maximum of 40%.

c. A personal interview counted for a maximum of 20 points. Each of four interviewers used a 1-5 scale in rating, and this reflected their opinion as to how the student would function in our total educational environment.

After determining scores, the applicants were arranged in order of highest to lowest based upon the cumulative score and selections were made starting from the highest score and going down until each category was filled.

Radiologic Technology - Admission is based completely on GPA--and completion of pre-professional requirements. Interview or standardized testing is not required. Advisors meet with the applicant to prepare program and obtain assistance in completing admission procedures required by the University.

Graduate Studies and Research - Admission to doctoral and master's programs on the UMAB campus is the responsibility of the Dean for Graduate Studies and Research. In making decisions upon the admissibility of applicants, the Dean and his staff regularly seek the advice of the chairman of the academic departments and the departmental graduate admissions committee. Applicants are required to submit complete academic transcripts of all their collegiate work plus, in most cases, Graduate Record Examination scores. The School of Nursing also uses the Miller Analogies Test. English proficiency is required of all foreign applicants as demonstrated by the satisfactory completion of the TOEFL Examination.

RECRUITMENT/RETENTION

The mission of a professional school is to educate professionals in the numbers, kinds, and quality determined by the demands of society. The number of professionals presently entering practice creates an illusion of plenty without addressing the kinds and quality of professionals or whether or not they meet the needs of society.

Applications to professional schools far outstrip available positions. With the exception of certain allied health professions, there is no shortage of "qualified applicants" to the professions.

Urban and rural poor, Blacks, and other racial minorities are not adequately served by the health professional careers of the nation. Data provided by the Health Resource Administration (HRA) indicate "Critical Health Manpower Shortage Areas" for physicians and dentists in parts of Maryland. Given this knowledge, a focused recruitment effort is required to correct the distributional inequities in professional education which will increase the number of minority and disadvantaged students entering and graduating from their programs. The objectives which must be addressed in order to accomplish this are:

1. Identifying and sustaining applicant pools in and among presently under-represented populations.

2. Reaching out to individuals in that applicant pool and providing motivation, training, and information.

3. Selecting and admitting those students to professional education who can become quality practitioners.

4. Supporting and retaining students during their education.

5. Maintaining the cultural integrity and identity of students through their educational experience.

This philosophy and approach creates a continuum which identifies the disadvantaged student and facilitates him/her through a series of experiences which optimize both the non-cognitive and cognitive variables leading to his/her graduation. The methods utilized in this continuum are as follows:

1. The strategy for development of applicant pools and recruitment is based upon population characteristics in geographic areas, and undergraduate institutions serving those areas. Thus, specific institutions have been identified for focused recruitment activities.

2. A series of summer programs are designed for students from these institutions which provide motivation, information, and actual skill training to the undergraduate student at various stages in his/her education life.

3. An outreach monitor system is developed. This system will maintain personal contact with these students through their undergraduate education and their application to professional schools.

4. Admitted students are provided a strong retention service from the time of their admittance until graduation. These services monitor their academic progress for early identification of difficulties and intervention. Services are inclusive of effective and academic needs.

5. The evaluation system itself tests the validity of the recruitment and retention strategy by longitudinal measurement of:

    a. Increased number of applicants.

    b. Increased number of summer program participants.

    c. Reduced attrition rates.

    d. Increased numbers of minority, female, and disadvantaged graduating students.

Major progress has been made in the past year to coordinate the efforts of the individual professional schools on this campus in order to bring them into a more consistent relationship to this philosophy. Since September of 1976, the Office of Student Affairs Coordination (OSAC) has been able to institute a more comprehensive program effort geared to minority recruitment, admissions, and retention. The OSAC staff has served as a consultant to each school in this respect. Concrete examples of progress made have been the coordination of a combined recruitment and retention grant between the schools of Medicine, Dentistry and Pharmacy, the organizational change in four schools combining their recruitment and admissions offices, the development of systems for retention, the cooperation of all six professional schools in a summer Cooperative Work Study Program and the coordination of systematic responses for recruitment in the Baltimore City Public school system.

In February 1979, a Progress Report was submitted to the Health Resource Administration with the application for continued funding of the Health Career Pipeline Grant: Dentistry, Medicine, Pharmacy. This report is an update on continued efforts in the areas of:

1. Inter-institutional liaison,
2. Retention efforts for matriculated professional school students,
3. Non-matriculated summer program students, and
4. The evaluation component.

There have been no staff or program changes since the February 1979 Progress Report. Progress described here has taken place between February and June of 1979.

Each of the program components is described in detail in the grant itself; however, they will be resummarized for clarity before reporting.

INTER-INSTITUTIONAL LIAISON

The successful implementation of the various summer programs is predicated upon strong inter-institutional liaison. Working relationships had been established with eleven undergraduate institutions; three community 2-year colleges, seven 4-year colleges and the Baltimore City Public Schools prior to February 1979. The establishment of these arrangements is described in the 1979 February report. Continued communication has served to reinforce initial agreements and has been the enzymatic catalyst enabling the summer projects to be implemented. The strength of these working relationships can in part be measured by the degree of student participation in each summer program.

Table 4 shows the number of applicants and accepted participants from each undergraduate institution by program. The total program capacity is also cited in order to compare the ultimate goal for participants.

Table 4 Number of 1979 Student Applications and Acceptances to Health Career Pipeline Project by Undergraduate Institution

PROGRAM	MSU		CSC		UMES		UMBC		BSC		PGCC		CCC		UMCP		CCB		BCPS		FROSTBURG		OTHER	
	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc
MCI																								
Jan(50)*	5	5	8	7	5	2	5	5	4	2	-	-	-	-	16	14	5	5	18	18	4	2	-	-
June(100)	7	5	8	5	2	2	14	13	1	1	7	8	-	-	2	2	5	5	13	13	2	2	3	1
Total(100)																								
CWSP																								
June(60)	5	5	11	9	6	6	17	16	-	-	3	-	-	-	6	7	2	1	6	3	-	-	-	-
Total(60)																								
ODC																								
June(25)	4	4	1	1	-	-	17	4	-	-	3	3	-	-	6	2	2	2	-	-	-	-	-	-
Total(25)																								
ISI																								
June(50)	16	11	4	1	1	1	11	6	1	1	3	3	-	-	2	2	4	4	-	-	-	-	-	-
Total(50)																								
TOTALS	37	30	32	23	14	11	64	44	6	4	16	12	-	-	32	27	18	17	37	34	6	4	3	1

* Figures in parenthesis represent the total number of students that can be accommodated by the program when operating at capacity enrollment.

PROGRAM IMPLEMENTATION

At this time all but two summer pipeline projects have been initiated; two Health Career Institutes (HCI) have been completed, and the Cooperative Work Study Program (CWSP) and Operation Dental Career (ODC) are in operation. The Interprofessional Studies Institute will begin on June 25, 1979 and a three day study skills workshop is scheduled for August 15, 1979 to accomodate graduated high school seniors who are entering college in September.

The retention component has continued to operate for presently enrolled professional students and it has provided group and individual tutoring in specific course work as well as study skills. Consultancy has been provided to student groups who wish to achieve a more efficient mechanism for serving them in their own schools. The following summaries and tables describe each program, the students served and the retention component participants.

Health Career Institute (HCI)

This annual three day conference was last conducted on June 6, 7, and 8th of this year. It was conducted for 35 selected students who are matriculating in early science and health oriented curriculums and whose educational levels range from twelfth grade to senior year in college.

The activities provided were:

1) Lectures, seminars and multimedia presentations from professionals in Dentistry, Medicine, and Pharmacy.

Topics included were:

Admissions requirements
Academic preparation
Employment opportunities
Professional curricula
Financial Aid opportunities and responsibilities
Relevant research from each of the three schools

2) Small group meetings of participants with professional students, faculty and practitioners.

3) Rotation through various clinics.

Table 5 shows the student breakdown by Race, Sex, and Year of Education.

Table 5: June 1979 Health Career Institute Participants by Race, Sex, and Classification.

	11th		12th		Fresh		Soph		Jr		Sr		Other		Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Black	2	1	3	1	5		2	3	4	1	1	2			25
Hispanic															
Asian							1							1	2
Caucasian						1	1	1	1	1		1			6
Amer. Ind.										1					1
Other															
Total	2	1	3	1	5	1	4	4	5	3	1	3		1	34

Of the 55 students accepted into the program, 21 did not attend. The number of no-shows from each institution is shown below.

Bowie	- 1	Prince Georges	- 1
CCB	- 3	UMBC	- 6
Coppin	- 0	UMES	- 2
Frostburg	- 1	UMCP	- 0
Morgan	- 1	BCPS	- 6

Follow-up calls will be made to identify the cause of non-attendance in each case. This is an unusually high rate and is quite inconsistant with a 98% show rate in all other programs including the January 1979 HCI. Obviously, as shown by TABLE 1, page 2, this program is not up to capacity. This may be due to the fact that the interim HCI held in January provided an alternative time for students to attend. The possibility of holding all HCI's in January will be considered due to the higher attendance rate. January seems to be a more accessible time period for high school students.

Cooperative Work Study Program (CWSP)

This program began on June 4, 1979. It provides an eleven-week, paid work experience under supervision in all three professional areas. Requirements of applicant are: (1) identified interest in a professional career, (2) recommendation from faculty or counselor, (3) undergraduate student.

The activities provided are:

1) Exposure to regular professional summer courses such as biochemistry, gross anatomy and medical technology.
2) Enhancement of career/education experiences.
3) Fostering of maturity in professional area of interest.
4) Interprofessional cooperation with the schools of Dentistry, Medicine, Pharmacy.

This summer, students are distributed by career interest as follows: Medicine - 14; Dentistry - 4; Pharmacy - 8; Allied Health - 8; Social Work - 2; Law - 4; Nursing - 5; and Journalism - 2. One (1) student was undecided as to career interest. Table 6 describes student participants by race, sex and classification.

Table 6: 1979 Cooperative Work Study Program Participants by Race, Sex, and Classification

	11th		12th		Fresh		Soph		Jr		Sr		Other		Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Black			1	1	7	-	8	2	7	3	1	4		1	35
Hispanic															
Asian								2	1						3
Caucasian			1		2	2	1	2			1				9
Amer. Ind.															
Other									1						1
Total			2	1	9	2	9	6	9	3	2	4		1	48

Operation Dental Career (ODC)

This program began on June 11, 1979 and will be conducted for two weeks. It provides a two-week program for those students who have identified dentistry as a definite interest area. Requirements of applicant are:

(1) recommendation from an identified school official,
(2) evaluation of the academic transcript,
(3) short written essay indicating the reasons and motivations for entering a dental career.

The activities provided are:

1) Lectures, seminars and multimedia presentations on dental topics such as dental terminology, oral health care delivery systems and dental diseases, as well as the scientific principles underlying the delivery of health care.

2) Direct exposure to the occupational role of the dental professional in delivery will be observed by having the students rotate through the dental clinic and through field experiences in dental health facilities and private practices.

Table 7 describes student participants by race, sex, and classification.

Table 7: 1979 Operation Dental Career Participants by Race, Sex, and Classification

	11th		12th		Fresh		Soph		Jr		Sr		Other		Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Black					1		1	2	3	1	2	1			11
Hispanic															
Asian								1		1					2
Caucasian												2			2
Amer. Ind.															
Other					1										1
Total					2		1	3	3	2	2	3			16

Interprofessional Studies Institute (ISI)

This program will begin on June 25, 1979 and continue for six weeks. It will provide a strenuous academic experience to include courses in Bio-chemistry, Organic Chemistry, Math, Anatomy and Physiology, and Applied Study Skills. Additionally, it provides seminars for admissions and survival. Table 8 describes the characteristics of those students who have been accepted into the program.

Table 8: 1979 Inter-professional Studies Institute Accepted Student Participants by Race, Sex, and Classification

	11th		12th		Fresh		Soph		Jr		Sr		Other		Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Black					1	0	5	1	7	5		1			20
Hispanic															
Asian							1	1							2
Caucasian						1	3			1					5
Amer. Ind.															
Other															
Total					1	1	9	2	7	6	0	1			27

Retention Services

Matriculated students in the professional schools have received services in counseling, tutoring, workshops, and consultancy. Table 9 shows the number of students receiving services and the type of service.

Table 9: Student Utilization of Retention Services by Professional School and Type of Services Offerred

	Total Eligible	Academic Difficulty	OSAC Central Services			
			Counseling	Educational Workshops	1 to 1 Study Skills	Coordination of Tutoring Sessions
Dentistry	174	29	14	19	2	0
Medicine	304	*	2	9	5	7
Pharmacy	133	10	7	25	0	0
TOTALS	611		23	53	7	7

*Information not available at this time.

EVALUATION

A major component of the Health Career Pipeline is its evaluative component. Evaluation now anticipates the accomplishment of four distinct objectives; data base and information collection, longitudinal descriptive evaluation, regular program evaluation for feedback, and longitudinal experimental evaluation.

Data Base and Information and Longitudinal Descriptive Evaluation

A computer file system has been developed to allow collection of demographic data on all eligible grant participants. This system is presently in operation for all summer program students. Plans are being finalized to collect data on all matriculated students as well. The system is also designed to collect detailed program data such as; number of counseling sessions per student, type of counseling, referrals, etc. An educational program has begun with staff and faculty to facilitate the proper collection of data. The longitudinal descriptive evaluation will be analyzed using this accumulated data base.

Program Feedback

Each program and activity; HCI, CWSP, ISI, ODC, etc., is evaluated for immediate feedback information. A formal analysis of the 1978 CWSP is nearly completed and ready for distribution. This analysis provided valuable information for planning this year's program.

Evaluation surveys are completed and being collated for both the January and June HCI programs. Survey tools for the ODC, ISI and other activities are presently being developed. Each program can be used for immediate feedback or it can be grouped over several programs to provide a computerized evaluation with statistical analysis.

Dentistry - Minority Recruitment Efforts - The Assistant Dean for Recruitment and Admissions has the responsibility for all recruitment activities of the Dental School and was greatly assisted during this year by the Minority Recruitment Committee and the minority members of the student body. The Plan of Organization of the Dental School was recently amended to restructure the committees involved with the recruitment and admissions activities of the Dental School. All activities will be coordinated through the Office of Recruitment and Admissions with the following subcommittees being active in their respective area and being responsible to the Assistant Dean for Recruitment and Admissions: Subcommittees on Dental Student Admissions; Postgraduate Recruitment and Admissions; Dental Hygiene Admissions; Dental Student Recruitment; Minority Recruitment; and Dental Hygiene Recruitment. The committees responsible for recruitment shall actively advise prospective and actual applicants about career opportunities in the dental profession and shall attract qualified candidates to apply to and matriculate in programs leading to the respective degrees. Particular attention shall be given to members of minority groups and residents of underserved areas of Maryland. The intent of this organization is to benefit the Dental School by having more faculty, alumni and student involvement in the recruitment process as well as by having more cooperation and coordination between the people interested and active in admissions and recruitment functions.

The UMAB campus through the Office of Student Affairs Coordination recently was awarded a three-year grant designed to increase the number of minority students, students from underserved areas in the State, and women applying to the Schools of Dentistry, Medicine, and Pharmacy. The Dental School is very much involved with this grant through the participation of the Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs, and the Assistant Dean for Recruitment and Admissions as previously described.

A third major program which was begun this year was the Honors Program at University of Maryland Eastern Shore. This program is designed to recruit minority students and students from underserved areas to enter the undergraduate Honors Program at UMES and, in turn, to continue, following graduation, in one of the professional schools on the UMAB campus. Each professional school on the UMAB campus is intimately involved, through an appropriate individual from that school, in the recruitment, selection, and admission of students to the Honors Program, as well as the continual monitoring of these students while they are at UMES. Continual counseling of these students will be done by the respective professional school representative as the student prepares to apply to the professional school they desire to enter. In this way, highly qualified and motivated students will be attracted to matriculate in one of the professional schools on the UMAB campus.

Each of the items mentioned above will serve not only to attract highly qualified students to apply to our Dental School, but also to matriculate. There were 79 applications received from Black applicants from the American Association of Dental Schools Application Service for the class entering 1978. Forty-five of these applicants were interviewed and nineteen offers were made. Out of these nineteen, eleven accepted but two later canceled their reservations, six declined the offer, and two did not respond. The subcommittee on Minority Recruitment is currently contacting those who did not accept our offer in an effort to determine their reasons. Of those who accepted our offer, six were residents and attended the following undergraduate institutions: two from Morgan State University, two from UMBC, and one from Towson State University. The three non-residents who accepted our offer attended the following undergraduate institutions: Hampton Institute, Boston University, and Jackson State.

Our target population is primarily those from Maryland and, to a lesser extent, those east of the Mississippi River. For the class entering our Dental School in 1978, as well as in 1979, letters and information blanks were sent to all Black students within this area who registered for the April 1978 Dental Admissions Test, as well as to Black students who were listed on the National Merit Scholarship Awards who expressed an interest in dentistry. Visitations were made by either the Assistant Dean for Recruitment and Admissions, the Chairman of the Subcommittee for Minority Recruitment Committee, or the members of the latter committee to career days or to other activities held at Bowie State College, Coppin, Morgan State University, Towson State University, Prince Georges Community College, UMCP, UMES, and UMBC, as well as at Fisk University, University of Pittsburgh, and the Summer Program of Harvard.

Any type of recruitment effort is always limited by the manpower and financial resources available. The Dental School has been fortunate to receive some additional funding from the Desegregation Budget for the coming fiscal year which will allow the School to hire a full-time person to assist the Assistant Dean for Recruitment and Admissions in coordinating the minority recruitment activities, to hire a part-time Clerk-Typist, to have available six additional $3,000 grants to assist resident Black applicants to meet their first-year financial costs, and to have additional funds for tutorial help to assist in the Dental School's retention activities. It is hoped that each of the items mentioned in this report will contribute in its own way to make the Dental School's effort successful.

Law

Recruitment Strategies - The strategies used at the Law School during the past year, and which will be used in the coming year, to recruit Black applicants include the following:

1. In the fall, admissions personnel and members of the Black American Law Students Association made recruiting visits to many colleges and universities in Maryland, including all with sizable numbers of Black students. Some of these visits were to college career days, others were at special sessions set up between undergraduates and representatives of the Law School. At predominantly white schools, a specific attempt was made to reach Black students, usually through contacts with minority program advisors. Because many potential minority applicants (both resident and nonresident) are attending schools outside of Maryland, visits to schools in other states include specific attempts to contact minority students. In addition, a representative of the School participated in the prelaw recruitment program set up by the regional Black American Law Students Association.

2. The Law School identified Blacks interested in law school through the Law School Candidates Referral Service, which provides the names of individuals who have registered for the Law School Admissions Test and Law School Data Assembly Service. Invitations to apply were sent to promising candidates on the LSCRS list.

3. A pamphlet describing our minority program (including pertinent aspects of the educational program, statistics on enrollment, and sources of financial aid) was prepared and made available. Two pamphlets published by the Law School Admissions Council, "Law as a Career" and "Prelaw Advice for Minority Students," have also been made available.

4. The Law School hosted a reception for minority applicants and prospective applicants. Participants had the opportunity to sit in on a class and speak with students and faculty.

5. Black applicants accepted were invited to an informal reception at the Dean's house; an opportunity to meet their new classmates and upperclassmen, as well as respected members of the practicing bar.

6. The Law School participated in the Council on Legal Education Opportunity (CLEO) summer institute, the institute providing additional evaluation of applicants for admission who take a six-week introduction to the study of law courses. The additional information received regarding one applicant was of assistance to the Committee in reaching a decision to admit this candidate. Because of the expense and limited funding, the Law School is not participating in the CLEO summer institute in summer 1979.

7. A number of potential applicants were referred to the school by alumni and currently enrolled students.

8. During 1978-79 the Law School and other UMAB professional schools worked with UMES in developing the

UMES-UMAB Honors program. It will be described in our catalog as follows:

> The Law School and other professional schools on the Baltimore City campus have joined with the University of Maryland, Eastern Shore (UMES) in development of a four-year undergraduate Honors Program at the UMES campus. Students completing requirements of the Honors Program Law track, requirements which include an acceptable score on the LSAT, will be admitted to the Law School for the academic year following graduation from UMES. Candidates for admission to the Law School must complete admissions application procedures as described above.
>
> For additional information write to the Chairman of the Honors Program Committee, UMES, Princess Anne, Maryland 21853.

As a result of these activities, the School received 161 applications from minority students in 1978, of whom 64 were accepted. This number of applicants is a decrease from the high levels of 1974 and 1975 (approximately 200 applicants), which is somewhat equivalent (20%) with the overall decrease of applications for admission (27%). However, the number accepted was higher than in any other year.

Retention Programs - The Law School has developed several programs designed to assist the minority students in successfully completing the program of legal education and passing the bar exam. Several years ago, a two-week pre-enrollment program was initiated. For 1979 admitees, consideration is being given to reducing this time, but integrating it with an intensive study skills, legal reasoning and writing course under the supervision of faculty tutors during the fall semester.

Also available for first-year students is a practice examination program and tutorial assistance. In the upper class years, the Law School makes available a course in legal writing; this is designed to help students overcome writing deficiencies, a serious problem which affects student performance on examinations, papers, etc. A tutorial program is also available. (The Black American Law Student Association - BALSA - also operates a "buddy" system to insure first-year students benefit from the experience of those who have successfully preceded them.) In 1977 and 1978, during the period between graduation and the Bar Examination, the Law School offered a program to assist minority students with preparation for the Bar Examination. The course will be offered again in the summer of 1979, with organizational and teaching improvements gained as a result of experience in the last two years which should result in improved bar passage of those participating. Overseeing these programs, which are entirely voluntary for the students, is the Minority Students Committee which consists of both faculty and students.

Medicine

Minority Recruitment Efforts - The purpose of our recruitment program is twofold: 1) to provide prospective medical school candidates with information about the medical education program at the University of Maryland School of Medicine, and 2) to provide a series of positive experiences for prospective candidates so that they will be more favorably inclined to attend the University of Maryland.

Listed below are the components of our "Personal Touch Recruitment Program":

1. Student identification through:
    a. College Career Day programs
    b. Medical Minority Applicant Registry
    c. Open House activities
    d. Referrals

2. Correspondence

3. Telephone conversations

4. On-site visits to in-state and out-of-state colleges

5. Inclusion of undergraduates in our Summer Program

6. Inter-institutional liaison

7. Involvement in Health Careers Grant Programs Administered by the Office of Student Affairs Coordination (OSAC)
   - Cooperative Work Study Program
   - Health Careers Institute
   - Interprofessional Institute

8. Open House for Junior/Senior High School Students and Counselors

Recruitment efforts have not resulted in a significant increase in the minority applicant pool as anticipated. For example, the number of Black Maryland applicants has remained at 50-55 during the past four years. For the class entering in September 1978, there were fifty-four (54) applicants from Maryland residents. Sixteen (16) were accepted and eleven (11) enrolled.

A positive effect of the recruitment program is that it has helped maintain the size of the applicant pool while the number of minority applicants nationally has been decreasing. For example, there was a 20% drop in the national pool for the 1978-79 class. Also, the number of non-minority applicants to our medical school has dropped 17% over the past three years.

Increased recruitment efforts are now being directed towards junior and senior high school students. Our first Careers Day program for this group was held in June of this year. Increased emphasis will be placed on program development and implementation for pre-college students. We will continue to involve personnel from OSAC and the school system in these activities.

(See chart on the following page to illustrate the above)

Class Entering in 1977

In-State Colleges		Out-of-State Colleges	
		Federal City	1
		Cornell	1
		Rensselaer	1
		Howard	1
		Georgetown	1
		Valparaiso	1
		U. of Pittsburgh	2
		Tennessee State	1
		George Washington	1

TOTAL - 16

Class Entering in 1978

In-State Colleges		Out-of-State Colleges	
UMCP	2	Catholic U.	1
UMBC	1	Howard	2
Hopkins	1	Lafayette	1
		Amherst	1
		Hampton	1
		Indiana State	1

TOTAL - 11

Retention Data - Eleven minority students entered for the first time in September 1978. In addition, one student who was dropped for academic reasons and subsequently was readmitted, also joined the class. The repeating student withdrew from school at about the midpoint of the first semester.

Of the eleven first-year students, five advanced to the second year without difficulty. Three were dropped for academic reasons. One of these students was subsequently readmitted and will be returning in September 1979. Another will be appealing for readmission. The three other students will be repeating some of the first-year courses. This data is not final in that some students are being reexamined in August to remove conditional grades.

The above discussion indicates that there is still a significant attrition problem. There is a continued effort to develop and implement programs to effect an increase in retention rates.

Retention Programs

The Summer Gross Anatomy continues to be an effective major support effort for prematriculating minority medical students. The course is being provided for entering minority students again in the summer of 1979. The loss of capitation funds poses a serious threat to the continuation of the course; however, we will be seeking alternate means of funding the course. In addition, we are studying the feasibility of providing an alternative type of prematriculation program which will be as equally effective.

Tutorials are still provided for all students throughout the academic year.

A preparatory course in cardiovascular physiology was provided for minority and other Health Careers Grant students for the first time in January 1979. This course was offered as a part of the programs of the Health Careers Grant. The goal of the course was to help alleviate the problem that the physiology course presents for a significant number of students in the system.

A similar course in Pharmacology was provided for sophomore minority students. This type of introductory course is an important retention service, but it has to be complemented by tutorial sessions during the academic year.

The "Summer Tutorial Preparatory Program for Sophomores" was provided in the summer of 1978 and will be presented again in 1979. Funds were obtained through the Health Careers Grant to continue the program.

The results of these programs are currently being analyzed so that we may continue to improve our retention efforts.

Nursing - Undergraduate

Recruitment Efforts

In an endeavor to increase the efficiency and effectiveness of recruitment of all students, and especially the minority students, two School committees were essentially combined in Fall 1978 and titled "The Committee on Public Relations and Recruitment and Retention of Minority Students."

As a result of becoming a combined committee, the following goals were formulated and completed:

1. Clarified the role of nursing today through site visits to area schools so that students who enter nursing have a more realistic perspective of the profession.
2. A slide presentation with script was developed and used for the first time at a Careers' Day in March with emphasis on recruitment of minority students.
3. A new brochure "Baccalaureate Program for Generic Students" was developed. Copies of this new brochure were distributed at the March Careers' Day and are available upon request.
4. A Careers' Day was held March 28 at the School of Nursing. The 150 participants included high school students, parents, counselors, and faculty. Included in this number were several Black Americans and students from the other minority groups living in and around Baltimore.

In academic year 1978-1979 the committee members participated in Health Career Day programs to discuss nursing and nursing education in Southern Maryland, the Eastern Shore, the District of Columbia, Illinois, and surrounding areas. Some of the sites visited were: Charles County Community College, Towson State University, Prince George's Community College and High School Fair, Northern Illinois University, Frostburg State College, UMES, ten senior high schools, Maryland General Hospital, and St. Elizabeth's Hospital in Washington, D.C.

Members of the committee continue to be concerned with the retention efforts of the School of Nursing. They have been involved in the retention of students from minority groups through representation and participation in:

1. The Committee on Graduate Admissions, Progression and Graduation.
2. The Committee on Undergraduate Admissions
3. The Committee on Academic Progression of Undergraduate Students
4. Student Support Services, e.g., assisting with writing skills
5. Academic Advisement and Counseling

In the Committee's annual report to the Faculty Assembly they designated the following as their "Statement of intent for future activities:

1. The committee will continue to center its major efforts in the area of retention activities.
2. Continue to work cooperatively towards the development and implementation of programs for school counselors.

3. Continue to work with graduate and undergraduate faculty members as needs related to the recruitment and retention of students from minority groups arise.

4. Honor requests from high schools and colleges to participate in career opportunity programs and activities."

In addition to the Committee's work, the Staff of the Office of Admissions and Progressions make site visits upon request to discuss the specific details related to admission. Several site visits were made during the academic year to various state colleges, hospitals, and high schools. Also, this office, upon request, sends printed material to students about the program, and its staff spend a large proportion of their work time counseling interested persons by phone.

Dr. Daryl Stewart, who is the Director of the Counseling Center for the Allied Health Professions at College Park, represents the Nursing School on the articulation team that regularly visits the various community colleges for advisement and recruitment purposes. She was previously a member of the School's Admissions and Progressions staff and knows the School's commitment to recruitment and retention of minority students.

Nursing - Graduate

Minority Recruitment - The School of Nursing standing committee on Recruitment and Retention of Minority Students serves both the graduate and undergraduate programs. Visits are made by faculty to local baccalaureate nursing programs. Lack of budget to cover personnel and travel expenses for recruitment efforts severely limits the school's ability to recruit students outside the local area. The school bulletin and a brochure on the graduate program are mailed nationally to all baccalaureate nursing programs each year.

The thirty-five minority students currently enrolled graduated from 16 different baccalaureate programs including three Maryland, nine Out-of-State, four Foreign.

Location of College	Name of College	Number of Students
Maryland	University of Maryland at Baltimore	2
	Columbia Union	1
	Towson State	8
		11
District of Columbia	Catholic University	1
	Howard University	7
		8
Other States	Florida A & M University	1
	George Mason University	1
	Georgia State University	1
	Hampton Institute	3
	Sacred Heart Dominican College of Texas	1
	St. Louis University	1
	Tuskegee Institute	1
		9
Foreign	American University of Beirut	1
	Far Eastern University of Philippines	1
	St. Paul's College of the Philippines	1
	National Taiwan University	1
		4

These numbers do not necessarily reflect current states of residency since many masters nursing students return to school following extensive work experience.

Retention Program - The graduate students have no special program or provisions specifically directed toward retention. Any student can attend either full or part-time and is individually counseled by faculty on an appropriate academic load for his/her situation. Both faculty advisors and course instructors provide individual assistance (sometimes even on a tutorial type basis) to students having academic difficulty. The most common difficulty experienced by graduate students is in the area of writing skills. There is considerable faculty time spent providing individual student assistance in this area.

Comparison of the percentages of minority students graduating from the master's program provides the best data of the success of the graduate faculty's retention efforts. The table below provides racial/ethnic data of program completions for the graduate nursing program for the last five years:

RACIAL/ETHNIC GRADUATIONS
1974-75 - 1978-79

	1974-75	1975-76	1976-77	1977-78	1978-79	Total
Total Graduates	100 (100%)	87 (100%)	105 (100%)	106 (100%)	112 (100%)	510 (100%)
Total Minority	17 (17%)	16 (18%)	14 (13%)	14 (13%)	17 (15%)	78 (15%)
Black	13 (13%)	12 (14%)	12 (11%)	11 (10%)	12 (11%)	60 (12%)
Caucasian	83 (83%)	71 (82%)	91 (87%)	92 (87%)	95 (85%)	432 (85%)

It is felt that the School's attempts to increase the coordination of recruitment efforts should have a positive impact on recruitment of Blacks and other minorities, but not immediately since much effort is spent with high school students who will not be eligible for admission until 1981 at the earliest. This is not to suggest that the School is satisfied with its efforts. Attempts were made, without success, in the Spring of 1978 to obtain a budgeted position for 1978-1979 academic year for a full-time recruiter. It is felt that such a person is needed to establish a coordinated system of recruitment at lower division feeder colleges (University of Maryland system, State and Community Colleges). Therefore, efforts will continue to have such a position budgeted. With a full-time recruiter we could extend recruitment efforts by establishing programs with high schools, especially those that tend to serve the minority population. An example of such a program would be assisting the high school in setting up future nurse clubs. Also, more recruitment contacts could be initiated by the School with minority churches, clubs, and sororities if a full-time recruiter were hired to plan and coordinate efforts. Attempts will be continued to secure a budgeted position.

The racial minority students who entered the School of Nursing in the Fall of 1978 attended 14 educational institutions in Maryland and four outside of Maryland.

Discuss Retention Programs - The School continued to offer its Alternative Curriculum Timing (ACT) Plan in academic year 1978-1979, whereby a selected number of new generic students (30) were offered the opportunity to extend their studies over two summer sessions, therefore carrying a reduced credit load during the regular academic year. This program was discussed in detail in the 1977 Desegregation Report. We admitted 16 to the program; five were Black American females; one was a Black American male; nine were Caucasian females; one female was a foreign student.

As this group of students enter the second summer of the program, there are 13 students remaining in the program. Those who are no longer in this program are as follows: (dropped ACT Program - still at the School).

#	Race	Reason
1	Cauc.	dropped due to pending failure of a course
1	Foreign	failed a course
1	Black Am.	dropped due to pending failure of a course

The School of Nursing employs a full-time counselor and a part-time counselor. They are available to all students and focus on students whose personal problems are interfering with their learning and progress in the School. The counselor-client relationship is confidential. The Counselors report minority students use their services, as well as the caucasian females and males. Statistics related to utilization of service and race is not available.

Each student admitted to the School is provided a faculty member as a counselor. No effort is made to assign minority students to minority faculty members; however, minority faculty make themselves directly available to the minority students, as well as to the assigned counselor. This loose system seems to work.

The faculty provide individual guidance to students and write an official evaluation at mid-term. If a student is found to be in academic difficulty at this time, the student receives a written statement from the instructor specifying the areas of weakness and suggestions as how to remedy the problem(s). The Committee on Academic Progression of Undergraduate Students review these statements for appropriateness of suggestions for remedying the problem(s). The Committee members have expressed to the Administration that the counseling to minority students, as well as non-minority students reflected in these mid-term statements that high-quality academic counseling is being provided and documented.

Pharmacy

Minority Recruitment Program - The School has had a major minority recruitment program over the past six years, spending approximately $55,000 a year in federal funds through FY 77 on specific School of Pharmacy recruiting programs. In FY 79 the School became part of a program for the Schools of Medicine, Dentistry, and Pharmacy. Our effort has also been supplemented since FY 76 by Desegregation Funds of approximately $15,000 per year to support our summer program. The success of the School's program can be compared to national figures which show that in FY 78 the School was the second highest of 68 comparable schools of pharmacy in the number of Black students enrolled. The 12% level of Black students in the entering class of that year may well have been our peak level since it was achieved by an extensive and expensive recruiting program. It appears that the number of minority students entering the School in the fall of 1979 will be significantly below that previous level - an occurrence unfortunately being seen nationally.

Retention Program - Our attrition rates are significantly different between white and Black students. For example, white students in the School have an attrition rate of approximately 4 to 5%. The attrition rate of Black students has been between 20 and 30% per class. This is in spite of the School having a specialist in retention that works with all of those students that would avail themselves of such support. The above figure may be misleading since we have not done an analysis of attrition based on incoming academic credentials of students, but we hope to do this in the near future.

Social Work and Community Planning

Retention Programs - The School of Social Work and Community Planning has a Student Support Program which provides early enrollment and support services for minority students. The program is offered to all incoming minority students. Students who are admitted provisionally are strongly encouraged to participate.

The Support Program students enroll in a three-credit required course, a non-credit study skills/writing course, and receive tutoring during the summer session. They receive a stipend during this phase of the program, which includes tuition for the course. During the fall semester, they may continue study skills and/or tutoring. They may request tutoring any semester during their graduate studies.

The fall 1978 entering class included 37 minority, three foreign students, and 260 Caucasian students. Five Black students withdrew, and two were suspended for one semester because of academic difficulties. One withdrew because of academic difficulty; one for personal reasons; and three because of illness.

Forty-four of the 260 white students withdrew or were suspended during the same period of time, and five have indicated they do not plan to return in the fall of 1979. Therefore, 19 percent of the white population and 19 percent of the minority population withdrew during the first year.

Allied Health

Medical Technology - Routine counseling and monitoring of academic performance are continuous for each and every student in the Program.

The attrition rate in Medical Technology is extremely low. This can be attributed to the individual counseling and academic assistance provided for students who are experiencing difficulty.

Dental Hygiene - Dental Hygiene students may avail themselves of the study skills programs and support services provided by the Office of Student Affairs Coordination in the Baltimore College of Dental Surgery. These services are frequently recommended and occasionally required for students experiencing academic difficulties. The Dental Hygiene program has a good student-faculty ratio and, as a result, faculty are able to provide more individualized assistance to all students, and especially to those experiencing difficulties.

Physical Therapy - All students are worked with to assist them, as needed, in the courses with which they are having difficulty.

Radiologic Technology - In Radiologic Technology retention methods are utilized on a one-to-one basis depending on student needs. This was done in the form of instructor-student remediation, counseling services, and guidance in utilizing A.V. aids.

FINANCIAL AID

Minority students are eligible to participate, of course, in all university-administered financial aid programs, including federally-funded Health Professions, Nursing and National Director Student Loans, the Work-Study Program State grant funds, and university-funded grants and loans. In addition, desegregation recruitment grants and Other Race Grants are specifically targeted to minority students. The addition of these targeted funds to other forms of aid provides a financial aid award to minority students that meets, as a matter of university policy, a greater percentage of the student's need than is generally possible and which also meets that need with a greater percentage of grant (as opposed to loan) assistance than is generally possible.

To date, $77,075 in desegregation recruitment grants has assisted 47 students and $19,175 in Other Race Grants has assisted 11 students. These 58 students also received other forms of financial aid. If the $96,250 had not been available, the percentage of need met would have been lower and the amount of loan debt higher, both unfavorable consequences in terms of recruiting and retaining students.

With a decline in major sources of federal support, university-funded programs have had to assume a greater share of the financial aid burden. Continued and increasing state support is thus essential to maintain minority enrollment efforts.

EMPLOYMENT COMPOSITION

The following charts describe total faculty employment by race and by individual professional school:

TOTAL UMAB FACULTY EMPLOYMENT BY RACE

Black American	Other Minorities	Caucasian	Total
36 (5%)	54 (8%)	630 (88%)	720

FACULTY EMPLOYMENT BY UMAB SCHOOL AND RACE 1978-79

Professional School	Black American	Other Minorities	Caucasian	Total
Dentistry	5 (4%)	4 (3%)	110 (93%)	119
Law	2 (6%)	2 (6%)	32 (88%)	36
Medicine	10 (3%)	46 (13%)	290 (84%)	346
Nursing	9 (7%)	-0-	123 (93%)	132
Pharmacy	-0-	-0-	32 (100%)	32
Social Work	10 (18%)	2 (4%)	43 (78%)	55

Below is each School's descriptive narrative on employment composition:

Dentistry

Profile of Faculty:

The latest Affirmative Action Annual Monitoring Report for faculty indicates that as of July 31, 1978 there were 11 minority faculty members (7 male, 4 female) and 20 non-minority women faculty members in the total full-time faculty population of 117 individuals at that time. Faculty appointments during the period July 1, 1977 through July 31, 1978 included one minority male and five non-minority women; promotions included those of 3 non-minority women.

Profile of Associate Staff and Classified:

The latest Affirmative Action Quarterly Monitoring Report for Classified and Associate Staff employees indicate that, as of December 31, 1978, the workforce of 103 employees included 24 minority members (6 male, 18 female) and 61 non-minority women. Since April 1978, five minority individuals and 11 non-minority women have been hired; five minority individuals and eight non-minority women have been promoted.

Recruitment of Minority Faculty Members:

The efforts of the Dental School to recruit minority faculty members have been in accord with those policies discussed in the Middle State Accreditation Site Visit Report of 1976. Recruitment has been conducted on both an active (solicited) basis and a passive (unsolicited) basis. By both means, women and minority have been recruited as actively as white males.

Systematic efforts have been made to locate and encourage the candidacy of highly qualified persons, including women and minorities. To avoid the possible discriminatory efforts of "word-of-mouth" recruitment, a maximum number of sources have been utilized to announce available faculty positions. These sources include direct letters to deans and department chairmen, announcements in all appropriate professional journals and placement of notices of available positions at national meetings.

All letters, announcements and advertisements explicitly state that the University of Maryland is an "equal opportunity employer" and that women and minority candidates are encouraged to apply. When search committees are appointed to locate and recommend candidates for appointments, the membership of such committees includes women and minority persons whenever possible and is composed of persons willing and able to explore new avenues of recruitment.

In-Service Training Programs for Employees:

The chairmen and directors of the various departments, divisions and offices of the Dental School endorse the Governor's statement regarding Article V, Training for Job Opportunities:

> "All educational and vocational guidance counseling programs conducted, supervised or funded by the State shall be conducted to encourage the fullest development of interest and aptitudes without regard to race, color, creed or national origin, or to sex or age, unless sex or age relates to a bona fide job requirement."

Department chairmen and directors of divisions and/or offices equally endorse training for potential job openings at higher ranks. After staffing patterns and projected needs have been determined, conferences are held with prospective candidates. Selection is made disregarding age, color, creed, ethnic origin, race and sex.

Employees worthy of evaluation are screened on the basis of aptitudes and abilities demanded of the position. Accordingly, employees or prospective candidates who exhibit eagerness for promotion and have demonstrated the potential for acquisition of skills of a higher and more refined order of magnitude are urged to enroll in courses of instruction with remission of fees.

Projections of Racial Composition:

The Dental School will continue the active recruitment of women and minorities for faculty positions.

As Dental School student enrollment of minorities and women increases, the pool of eligible candidates from which to recruit minority and women faculty members will be proportionally increased, thus, enhancing recruitment efforts.

Program Cooperation: (See section on minority recruitment efforts)

Law

Employment Composition and Projections of Racial Composition:

There are three black professors on the Law School's full-time faculty. The Law School will continue its efforts to expand the number of black faculty members through whatever recruitment devices are available; e.g., the Faculty Recruitment Register of the Association of American Law Schools.

Our present minority representation meets and in fact exceeds statistics on availability of minority law teachers. However, the Law School will continue its efforts to recruit, hire, and retain black faculty members beyond present levels.

Of the Law School's approximately 30 classified employees, nine are black. The Law School does not have formal in-service programs for employees, though information on such programs sponsored by the University is available to classified employees.

Nursing

Faculty Recruitment*:

Over the past twelve months the graduate program has sought faculty for twenty-two openings on state and grant positions. Twenty-one applicants have been interviewed (3 black, 18 caucasian). Positions were offered to fourteen candidates (2 black, 12 caucasian) with acceptances from ten (2 black, 9 caucasian). Two have not responded and one took another position. Three caucasian applicants are still being evaluated and four (1 black and 3 caucasian) were not offered positions. Recruitment efforts are continuing for the remaining eleven vacancies.

Employment Composition:

	Black	Caucasian
Faculty	12	152
Associate Staff	1	3
Classified	8	20

Efforts to Recruit Minority Faculty Members:

Advertisements have been placed in the Afro-American newspaper, as well as other newspapers and journals, in an effort to recruit black educators.

In-Service Training Program:

The School of Nursing has an active Orientation and Development Program for faculty members. During the year there have been special in-service days devoted to sessions about the culturally diverse student. All faculty are expected to attend these sessions. There is a committee of faculty members who plan these days as part of a project funded by the Kellogg Foundation. Outside experts are brought to our campus to participate in these sessions with our own faculty.

*The above recruitment information covers vacancies existing during the 1978-79 fiscal year and known vacancies that exist for the coming fiscal year 1979-80.

Program Cooperation:

Presently the School of Nursing has no formal relationships with other institutions in behalf of minority students although friendly relationships continue to exist. Again, the lack of a budgeted position in the School that would establish such a formal system is a strong need. The School of Nursing would like to increase the number of juniors admitted from community colleges and state colleges but the present resources available in the School are such that the focus of our efforts has shifted to retention.

Black Faculty Representation:

The School of Nursing will continue its efforts to increase the number of black faculty as vacancies occur. One of our main sources of faculty recruitment has been from our pool of black nurses earning a Master of Science Degree from our Graduate Program.

Pharmacy

Status of In-Service Training Programs for Employees:

The School of Pharmacy provides avenues for each member of the staff to continue academic studies and in-service training programs where it is at all possible and feasible. Dr. Richard Oksas, Assistant Professor, and Mr. John Lewis, Administrative Assistant to the Dean, are enrolled in the Graduate School of UMCP, and are awarded remission of fees to complete their studies.

Three members of the School's classified technical staff have registered in Pharmacy courses, and have been provided remission of fees and time off from work to attend classes with Pharmacy students. Three members of the School's classified secretarial staff are taking college level courses at UMBC. These employees are receiving remission of fees.

The Management Development Center of Maryland, a division of the State Department of Personnel, sponsors several courses each year on subjects relating to clerical skills for clerical staff. Personnel from both categories have attended these courses.

Recruitment of Minority Faculty Members:

During the past spring the School of Pharmacy has attempted to fill five faculty positions. Recognizing the lack of black, as well as women faculty members, the School did aggressively seek out such candidates. The following is the result of our effort.

> Department of Pharmacology, Assistant Professor, offered to a female candidate. The position was accepted by her.
>
> Pharmacokinetics - the position was offered to a black male candidate. The position was accepted by that individual.
>
> Office of Educational Development - the position was offered to a black female candidate. While she initially accepted the position, she later turned it down. The position is being reassigned to another department.
>
> Clinical Pharmacy - two positions were available. One was offered to a white male candidate. He accepted the position. The other job was offered to a white female candidate. She recently declined the position. We are now searching for other candidates.

Social Work and Community Planning

Faculty Recruitment:

The School continues to strive to increase its complement of minority professors, although the number of applicants continues to diminish. Continuous contact is maintained with professional organizations; e.g., CSWE, NASW, NABSW. In addition, our faculty continues to attend professional meetings of minority organizations to encourage members to apply for available faculty positions within the School. Advertisements, all of which stress the fact that we are an equal opportunity employer, have been placed in the Affirmative Action Register, but regrettably these have not increased our pool of applicants.

In-Service Training for Employees:

During FY 1979, three of our minority faculty members obtained their Ph.D. One was assisted by the University through the tuition remission program, while another returned to the School last September following a leave of absence during which she completed the requirements for her degree. The third was assisted in attaining his Ph.D. through our program of a reduced teaching load for one or two semesters. The School is committed to facilitating faculty to earn advanced degrees through this means, as long as our own teaching program does not suffer.

Other faculty are enrolled in doctoral education thanks to the availability of tuition remission.

Our classified staff has participated in training programs made available through the State. In addition, two or three of our staff are currently working towards the attainment of their baccalaureate degree, again with the tuition remission benefit.

PROGRAM COOPERATION

Cooperative programs with undergraduate institutions are based upon the philosophy of recruitment and retention discussed in an earlier section. The thrust has been to bring UMAB schools into a cooperative effort which creates continuums for individual students through high school, undergraduate and professional education.

The UMAB schools have identified undergraduate institutions which can directly channel students into their individual programs. Initial and sustained outreach activities are planned and coordinated by the Office of Student Affairs Coordination and for individual UMAB schools connected with the Health Careers Grant (see section on Recruitment and Retention).

The UMES Honors Program under the leadership of Dr. John S. Toll and the UMAB Deans exemplifies increased efforts to improve the admission and retention of minority students in the UMAB professional schools.

Additionally, we expect improved inter-institutional relations with Morgan State University (MSU) through its president's initiative in having a faculty person (on leave of absence) from the UMAB campus serving in his office. We have met with this person on the specific matter of increasing the number of applications from and admissions of MSU graduates to the UMAB professional programs.

PROJECTIONS RACIAL COMPOSITION

All schools on the UMAB campus remain committed to the faculty representation goals stated in the 1974 State Desegregation Plan. The experience of our professional schools in researching the availability data on minorities is that minorities having the qualifications for faculty status are at a substantially lesser percentage than their percentage of the national population. The utilization-availability analysis of faculty representation for the current academic year reveals that all schools with the exception of Pharmacy have minority faculty representation at or exceeding the level of availability.

The School of Pharmacy offers the following commentary on its projections of racial composition:

> "The School continues to move toward a suitable balance of faculty members that includes significant numbers of black, as well as women professors. It is hoped that we can reach the goal that we have projected. However, time is a significant problem. The School of Pharmacy is drawing from a pool of graduate students that have relatively few numbers of black candidates. In 1977, 1010 Students were enrolled in doctoral programs in schools of pharmacy throughout the United States. Of that number, only 8 were black American. Eight hundred six total students were registered in Master's programs, of which 19 were black American. It has been hoped that as we increase the numbers of black students in our professional program that we will also be able to attract them into graduate programs. However, the opportunities for minority pharmacists are significant, and most are choosing careers as practitioners rather than going on into Graduate School. This is a problem that will need to be addressed in the immediate future."

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

UMBC is fully accredited under the general institutional accreditation granted to the University of Maryland by the Middle States Association of Colleges and Secondary Schools. Its programs have been developed with an emphasis on future employment, integrating liberal arts course material with practical methods of application. Its Graduate School offers master's and doctoral degrees in inter-disciplinary programs, some unique in the region, which have been designed to produce men and women who are responsive to society's ever-changing needs. UMBC endeavors to produce multi-purpose individuals, each proficient in a set of skills and capable of adapting them to a variety of fields. Equally important among UMBC's educational goals is a commitment to scholarly research in the arts and in the sciences. The most up-to-date libraries and equipment are available on the UMBC campus.

STUDENT COMPOSITION

A. Undergraduate Students

UMBC's student body consists mostly of commuter students who come primarily from a white background. For Fall 1978 the full time undergraduate enrollment was 4219 (excluding 178 non-U.S. citizen students). The part-time undergraduate enrollment was 593 (excluding 10 non-U.S. citizen students). Non-U.S. citizens are excluded from the following narrative.

In Fall 1978 of 4219 full time undergraduates, 869 were Black, 12 were Native American, 44 were Asian-American and 30 were Spanish Heritage students. Minority students were 23% (955) of the full time undergraduate population at UMBC. Of the minority students, 321 were male and 634 were female.

In Fall 1978 of 593 part time undergraduate students, 153 were Black, 2 were Native American, 4 were Asian-American and 2 were Spanish Heritage. Minority part time undergraduate students were 27% of the total part time enrollment. There were 40 minority males and 121 minority females.

B. Graduate Students

The full time graduate (masters and doctorate) student population at UMBC for Fall 1978 was 82 (excluding 11 non-U.S. citizen students). Of these, 6 were Black, 1 was Asian-American and 3 were Spanish Heritage. Thus 12% of the full time graduate students were minorities. There were 5 minority females and 5 minority males.

There were 291 part time graduate students in Fall 1978 (excluding 12 non-U.S. citizen students). Of these, 28 were Black, 2 were Asian-American and 2 were Spanish Heritage. Thus 11% of the part time graduate students were minorities. There were 23 minority females and 9 minority males.

C. First Time Students - Undergraduate

There were 1729 first year full time students in Fall 1978 (excluding 80 non-U.S. citizen students). Of these 407 were Black, 4 were Native

American, 23 were Asian-American and 14 were Spanish Heritage. Thus minority full time first time undergraduates (448) were 26% of the full time first time students at UMBC. There were 138 minority males and 310 minority females.

There were 75 first year part time students in Fall 1978 (excluding 2 non-U.S. citizen students). Of these 14 were Black, 1 was Native American and 1 was Asian-American. Thus 21% (16) of the first year part time undergraduates were minorities. There were 3 minority males and 13 minority females.

D. Graduate Students

There were 28 full time first time graduate students in Fall 1978 (excluding 8 non-U.S. citizen students). Of these, 2 were minorities (both Black). Minority full time first time graduate students were 7% of the full time first time graduate students at UMBC. One was a Black male, the other a Black female.

There were 96 part time first time graduate students in Fall 1978 (excluding 5 non-U.S. citizen students). Of these, 16 were Black, and 1 was Spanish Heritage. Minority part time first time graduate students were 18% of the total part time first time graduate students in Fall 1978. There were 4 minority males and 13 minority females.

E. Academic Status

At the end of the Fall 1978 semester the percentage of minority and non-minority students in several academic status categories was as follows:

ACADEMIC STATUS	% MINORITY	% NON-MINORITY
Good Academic Standing	53.6%	64.8%
Academic Honors	4.2%	13.7%
Probation	23.7%	9.6%
Dismissed	6.1%	2.1%
Withdrawn	3.7%	3.5%
Warning Letters	8.7%	6.3%
	100.0%	100.0%

F. Other Race Recruitment Efforts

The report from the Dean of Graduate Studies and Research is as follows:

Recruitment Efforts

During the academic year 1978-79 continued efforts were made both by the individual departments and by the Graduate School administration to recruit minority students for UMBC's graduate programs. A poster concerning minority fellowships was widely distributed through the state, and particularly in the Baltimore area. As a result we received the best group ever of applicants for our Minority Fellowships. Four such fellowships have been awarded and accepted for 1979-80, three to Black students, and one to a Japanese-American student.

Support of Minority Graduate Students

During 1978-79 three minority students were supported by Minority Fellowships in the UMBC Graduate School. These fellowships paid stipends of $3,300 or $3,700 to the students, plus remission of tuition and fees, and are supported by funds from the University's regular budget.

In addition 11 students were supported in the Graduate School on Other-Race Grants provided by the State Board for Higher Education. The number of applicants for the grants, and their academic promise, has been increasing notably over the past few years.

Undergraduate Recruitment

The Office of Admissions and Registrations reports that all counselors are involved in the recruiting of minority students during their Fall and Spring high school visitations. Three counselors are specifically involved in programs for minority students. The general functions are as follows:

1. Recruitment; involving visits to area schools, churches, college fairs, etc.
2. Scholarship; the administration of scholarship support for minority students.
3. Programs; the development and administration of programs (Ex-Offender, College Bound Project, Early Admission Project, Counselor's Conferences).
4. Advisement; to serve as informal advisors to minority students as needed.

Academic Departments

The Ancient Studies Department has not been involved in any efforts of recruitment.

The English Department reports that they have not conducted any recruitment activities this year, but have contributed indirectly in several ways to the University's recruitment and retention of Other Race students by:

1) Instituting this year a Basic English course (ENGL 0099) designed to help students improve their command of Standard Written English and thus to stand a much better chance of success in college-level work.
2) Offering for the first time in the regular academic year a composition course in English as a Second Language for non-native speakers of English, and next year will add to that a Basic English course for ESL students.
3) Participating in the CEAP program, and making efforts to improve the quality of service to the early admissions students from Walbrook High School.

4) The Department Chairman participated in a conference on Black English Vernacular sponsored by UMBC's Learning Resources Center on April 1, 1979. The conference was designed to heighten awareness among faculty about the status of Black English as an independent dialect.

5) Encouraging their students to count toward their English major requirement courses in Black American and African Literature offered in the African American Studies Department.

The Geography Department reports that during the past year they have continued to offer a number of courses, many of which enroll a reasonable number of black students. The heaviest black enrollments seem to be in Introduction to Geography (GEOG 0100) and Human Geography (GEOG 0200). Geography might expect several black students to take further work in the Department. The Department of Geography currently has ninety majors, only one of whom is black and about to be graduated. The Department hopes to attract additional black students, as well as into the proposed Master's program now pending before the State Board.

The History Department reports that they do not actively recruit undergraduate students and have no report to make in that area. They assume that OAR handles such matters and that OAR gives appropriate attention to minority students. Judging by the classes, the majors, and the officers of the History Council of Majors, History seems to have no significant problems attracting minority students at the undergraduate level. They actively recruit as a department at the graduate level. Through mailings and personal contacts they seek minority students among people now teaching in the Baltimore City school system; and have held MA information sessions with the African American Studies Program and its recent graduates; and publicize the availability of financial aid to minority graduate students. They currently have a minority fellow among the full time graduate students in the MA program.

The Department of Physical Education and Athletics reports that the intercollegiate coaches in their office usually send out introductory letters to high schools and junior colleges in the states of Maryland, Delaware, Virginia, Pennsylvania, New Jersey, and the District of Columbia. With these letters, they send a form for the coach of a particular sport to complete listing junior and senior student athletes with both athletic and academic ability. The coaches will also send forms to students interested in a particular academic area at UMBC. When these forms are returned, the coaches will respond either by letter or telephone. Their office has mailed approximately 300 individual letters to students explaining the athletic programs as well as the instructional programs at UMBC. They have had over 100 students on the campus to familiarize the student athletes with UMBC's facilities and our programs. These student visits were mainly the results of efforts by the coaches. The office will also assist the Admissions Office and any other academic area when asked to contact a prospective student concerning the University. This will be done whether the interested student is a fine athlete or not. The coaches attend many high school contests and tournaments during the year to become better acquainted with the coaches and the students of these high schools and to make the coaches and others at that school aware of the programs at UMBC. The number of schools visited by the coaches during the course of a year would easily exceed 100. In order to promote the growth of visibility of UMBC's athletic teams and to spread the name of UMBC, clinics have been held for high school and grade school students in many areas. For example, a gymnastics demonstration was given for Arbutus Elementary and the basketball team gave three different clinics in the Catonsville area. P. E. & Athletics feels that through their recruiting efforts they have introduced a great number of student athletes as well as prospective students to UMBC who were not aware of the programs that were available at the University.

The Physics Department reports that they have made no particular efforts in recruitment of Other Race (Black) students.

The Political Science Department reports that they have not engaged in student recruitment efforts for UMBC and have not attempted to recruit any particular group of students. However, they do have a reasonably high number of black students taking political science courses. A Black has been chairman of the student council of majors for the past two years and the Black SGA President is a political science major. They hope to offer a course entitled Black Political Leadership next Spring which may be especially attractive to Black students.

The Psychology Department reports that the thrust of the department's recruitment of Other Race students is at the graduate level. Besides wide-scale mailings of brochures, personal letters are sent to colleagues at other institutions. The Admissions subcommittee of the Graduate Committee gives special attention to minority candidates with each individual's credentials being closely examined for strengths perhaps not fully reflected by traditional measures. Especially promising candidates are strongly recommended to the Dean of Graduate Studies for Minority Fellowship awards. A total of 60 applications to the community-clinical master's program were received during 1978-79. Of these, 10 were from Other Race students. Twenty-five students were accepted into the program for Fall, 1979. Of these, five are Other Race students. Two of the five have been awarded Minority Fellowships.

The Department of Mathematics reports that they made no special effort to recruit Other Race (Black) students in the past year.

The Department of Modern Languages & Linguistics reports that they have not targeted any program specifically toward minority students. Last spring and this current spring they mailed a brochure describing language courses to all students accepted to the fall freshmen class, and members of the faculty have occasionally participated in visits to city and county classrooms, but, again, no recruitment program has been specifically aimed at any particular segment of the potential student population.

G. Retention Programs

The Office of the Dean of Students reports that during this academic year, the primary focus of staff activity in Student Services has been the development of a campus-wide effort to deal with attrition problems since all indications are that the largest factors in attrition are: 1) lack of programs and 2) students' inability to cope with academic demands (largely because of underpreparation in math and the sciences). Through the organization of Program Development Plans, we are evaluating and restructuring all Student Services Departments and adding on new programs and personnel to provide adequate services. The LRC Program Coordinator, LRC Program Assistant, Assistant Dean for Special Programs, Coordinator of Commuter Affairs and Coordinator of Judicial Affairs are all newly created or restructured positions directly relevant to retention for minority students as well as for the student body at large.

The primary effort at development of a campus-wide retention program has consisted of the organization of a Retention Committee, chaired by the Dean of Students and with representation from all segments of the campus community. The numerous meetings of that committee resulted in a set of nineteen recommendations to the Chancellor for specific actions to be taken campus-wide. Some of the recommendations already have been acted upon and others are currently under study by the University administration.

H. Financial Aid

Programs administered through the Financial Aid Office are primarily campus based federal funds (NDSL, CWSP, SEOG); they also administer the BEOG program. Funding for the campus based federal programs is determined by the application processes which take place each fall. Funds for the BEOG program are solely dependent upon the needs of the students enrolled at the institution; the institution is assured by the federal government that all funds needed for eligible students will be provided. The institution appropriated state funds for use in the Student Scholarship program and the Vice Chancellor for Administrative Affairs determines the amount to be available for award through this program.

UMBC has, however, instituted a minority scholarship which provides tuition support for students for up to eight semesters. This scholarship is predicated on academic scholarship.

The number and percent of students on Financial Aid who are minority recipients of financial aid, by kind of aid, are as follows:

	Number and percent of minority Financial Aid recipients to all aid recipients by type of aid	
Type of Aid	#	%
BEOG	702	65.67%
SEOG	325	61.90%
NDSL	320	56.84%
CWSP	289	61.62%
MHEL	40	28.17%
UMBC Student Scholarship	199	41.20%
Unduplicated (SEOG, NDSL, CWSP)	528	56.77%
Number of Applicants - all Institutional Aid	528	56.77%

I. Employment Composition

Faculty

Last year, the data on full-time faculty was inclusive of deans, research associates, faculty research assistants, post-doctoral research associates, the two vice-chancellors and the chancellor. Thus the numbers appeared higher last year since the HEGIS data was not used. Following is the composition of full-time faculty from HEGIS data from 1977-78 and HEGIS data from 1978-79:

Full-time Faculty * (HEGIS Report)

	1977-78	1978-79
Total	250	263
# Minority	27	29
% Minority	10.8%	11%
# Black	13	14
% Black	5.2%	5.3%

* Includes non U.S. Citizen Faculty

Thus, in the Fourth Mid-Year Desegregation Status Report the 6% figure for Black faculty was more inclusive since a Black dean and a Black faculty research assistant were included but, by HEGIS definitions, were listed in other categories.

For the part-time faculty in the Fourth Mid-Year Desegregation Status Report, graduate assistants and faculty research assistants were included. Comparisons using HEGIS data are:

Part-Time Faculty (Hegis Report)

	1977-78	1978-79
Total	59	73
# Minority[1]	6	8
% Minority	10.2%	11%
# Black	6	8
% Black	10.2%	11%

[1] All part-time minority faculty were Black.

Administrators (HEGIS Report 1978-79)

There were 33 full time administrators at UMBC (those persons classified as Executive/Administrative/Managerial). Of these seven were Black (21.2%), four males and three females. There were no other minorities represented among administrators. There were no part time administrators.

Classified Staff

Classified Staff data was taken from the categories Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts and Service/Maintenance. The data is as follows:

Full Time	# All Minorities (%)	# Black (%)	# All (%)
Secretarial/Clerical	25 (17.5%)	25 (17.5%)	143 (100%)
Technical/Paraprofessional	9 (18.4%)	8 (16.3%)	49 (100%)
Skilled Crafts	3 (11.1%)	3 (11.1%)	27 (100%)
Service/Maintenance	9 (26.5%)	9 (26.5%)	34 (100%)

Of the 25 minorities in the Secretarial/Clerical category, four were Black males and 21 were black females. In the Technical/Paraprofessional category, five were Black males, Three were Black females and one was an Asian-American male. In the Skilled Crafts category, three were Black males. In the Service/Maintenance category, nine were Black males.

Part time classified staff (same categories) includes four persons. There was one Technical/Paraprofessional Black female and one Asian-American female in the Service/Maintenance category.

Professionals

This category on the HEGIS Report 1978-79 includes non-faculty and non-executives. There were 109 full time Professional* employees. Sixteen were minorities (14.7%) and 12 were Black (11%). Of the minorities five were Black males, seven were Black females, one was an Asian-American male, one an Asian-American female, one Spanish Heritage male and one Spanish Heritage female.

There were 14 part time Professional employees. Of these, two were minorities (14.3%) and were both Black females.

* Includes one Non-U.S. citizen

J. Recruitment Efforts

The Office of the Dean of Faculty has done the following in the effort to recruit minority faculty to UMBC.

1. Monitored the search process in the departments to assure that advertisements were placed in appropriate publications so that minorities were aware of vacancies. The entire search process was monitored to assure compliance with established UMBC procedures.

2. Worked with the administration and the department chairmen to adjust a line to assure an offer to a very highly qualified minority candidate.

3. Worked closely with the Office of Human Relations to coordinate the faculty searches and to deal with problems when they occurred.

In the area of recruitment of Associate Staff personnel, the Vice Chancellor for Administrative Affairs reports that there was one associate staff position within the departments reporting to the Vice Chancellor for Administrative Affairs that was available for recruiting. The position of Associate Director of Residential Life was filled by a Black male.

The status of the Learning Resources Center, as reported by the Dean of Students, is as follows:

The position of Director of the Learning Resources Center, formerly held by the Dean of Students, is a full time position currently held by a full time Acting Director (white female). The position has been advertised nationally and the search and screening process now is in progress with the expectation of appointment of a permanent director by July 1, 1979.

Other personnel changes in LRC since the last desegregation report include the conversion of one existing line and the addition of another new line to meet desegregation/affirmative action needs. The former administrative assistant position has been appointed to the position of Program Coordinator (Black female) with special responsibility for developing academic support programs for minorities. The new line assigned to LRC has become the position of Program Assistant (white female) with responsibility to assist the Program Coordinator and the total LRC staff in developing and implementing special academic support programs for minorities, women, and other target populations.

In the Dean's office, the new and separate full time position of Assistant Dean for Special Programs (primarily advisement) has been designed, advertised, and is now going through the search and screen process with appointment anticipated by July 1. Among the Assistant Dean's major areas of responsibility is the coordination of all departmental efforts to provide programs and services to minority students.

K. Affirmative Action Plan

The UMBC Affirmative Action Program was approved by the Chancellor of UMBC on April 1, 1979. In addition, an Affirmative Action Advisory Committee was formed. A Chancellor's Commission on the Status of Women at UMBC will become official in September 1979. A campus chapter of the NAACP was also formed.

L. Administrative Coordination

The Chancellor's Commission on Minority Student Education was revitalized and in March 1979 submitted 34 recommendations to the Chancellor. These recommendations are currently being reviewed by the Chancellor in cooperation with the commission with the aim of immediate response or implementation. Several of the recommendations reflect concerns outlined by previous commission reports. Others entail major efforts at analyzing minority student performance. Still others call for fundamental adjustments in the structure of University offerings. Virtually all recommendations have implications for all students regardless of race.

M. Committees

The Vice Chancellor for Administrative Affairs reports that the Capital Improvements Committee includes a representative elected by the SGA. The representative this year was a Black male. The Committee also includes two females. The SGA Fees Review Board has two administrators (a Black male and Black female) and two students recommended by the SGA (one Black male and one white male).

The Acting Vice Chancellor for Academic Affairs reports that his office is very concerned to have minority representation on all committees and provided a roster of committee members.

The Office of Residential Life Advisory Committee has been selected to ensure minority representation. There are six student representatives (three hall presidents, one student-at-large, and the president and secretary of the Resident Student Association). For this year, there were two female faculty/staff representatives.

The Affirmative Action Advisory Committee includes faculty, staff and students, both male and female, minority and non-minority.

N. Program Cooperation

The Cooperative Education Program, specifically the Greater Baltimore Area Public Education Program, continues to expand significantly the opportunities available to area students. A full report on levels of participation is unavailable and should be inclusive of data from all colleges involved.

Cooperative Education reports that during Fall 1978 and Spring 1979 a number of steps have been taken to increase the participation of minority students and minority employers in the Cooperative Education Program.

Staff Development

A full-time associate staff person to develop positions with minority firms and to recruit minority students was employed. Also employed was a part-time professor in the African-American Studies Department to serve as an academic advisor and resource person.

Program Development

As a result of the increase in staff and other administrative changes several new activities have been integrated into the Co-op Program to serve minorities.

A series of outreach activities were conducted during the Fall and Spring and will be conducted each semester. These outreach activities include class presentations by the staff, special mailings to minority students, and a Minority Career Day co-sponsored with student organizations.

The African-American Studies Department has agreed to list a three credit co-op course to make it easier for co-oping students to receive academic credit.

Retention of minority students who have expressed an interest in the program in their Freshman year or before they have obtained the necessary G.P.A. has been aided by a comprehensive Orientation Program. The orientation program consist of career advisement, assignment to an individual staff member who is sensitive to the student's needs, workshops in resume writing and interviewing techniques.

A special effort has also been made to involve more minority owned firms. The establishment of a Small Business Advisory Council has resulted in five minority companies joining the program. Cooperative Education has also become active with the Baltimore Minority Purchasing Council and the Maryland Minority Contractors Association.

As more relationships with minority firms are developed, there has been success in increasing the number of placements in the Baltimore area which are accessible by public transportation.

The goal is to increase the percentage of minority participation to 18 to 20% to reflect the minority percentage in the general UMBC community.

Several innovative programs have been introduced since the Plan was first issued. Among them are the Cooperative Early Admissions Project which gives minority students the opportunity to enroll in courses for credit while in their senior year of high school study. There are also the health career "Pipeline" operated in conjunction with the UMAB professional schools, the ex-offender pre-release program and other special efforts aimed at minorities in pre-professions, performing arts, etc. The minority/ other race internship program sponsored by the SBHE is one such program at the graduate level.

The career Development and Placement Center in the Division of Student Services serves a two-fold purpose at UMBC. It is felt that the Center aids in retention as well as in cooperative programs with prospective employers.

COLLEGE PARK CAMPUS FIFTH MID-YEAR DESEGREGATION REPORT

INTRODUCTION

The College Park Campus of the University of Maryland is the largest and most comprehensive campus of the system. In a large number of academic and professional fields, the College Park Campus offers programs of study ranging from the introductory college level through advanced undergraduate to graduate and post-doctoral study. The objective of the campus is to offer a wide range of opportunity for all members of its community to develop their potential.

More than 36,000 students and 7,000 faculty and staff members are affiliated with academic divisions and/or administrative departments on the College Park Campus. The five academic divisions include: Agricultural and Life Sciences, Arts and Humanities, Behavioral and Social Sciences, Human and Community Resources, and Mathematical and Physical Sciences and Engineering. The Chancellor heads the academic and the administrative structure of the campus as the chief executive officer. He is assisted by Provosts in each Division, and Vice Chancellors with responsibilities in academic affairs, student affairs, and administrative affairs.

ADMINISTRATIVE COORDINATION

The College Park Campus has developed a comprehensive administrative structure appropriate to the size and complexity of the campus and to our commitments to educational and employment equity. The major campus officers--Provosts and Vice Chancellors, have been delegated responsibility for desegregation progress. To help them carry out their responsibilities, a support structure of equity officers has been established. Equity officers in each division and major unit assist in faculty and staff recruitment, selection, and orientation; help ensure that advising, tutorial and other student service programs are responsive to the particular needs of minority students in that unit, and perform other related specialized duties. It should be pointed out that the divisional structure places the responsibility and resources for desegregation in units whose authority and size are best suited to overall progress toward our desegregation goals in the academic area.

Also included in the equity structure is the Office of Human Relations Programs which has campus-wide desegregation responsibilities. The Director of the Office of Human Relations Programs reports directly to the Chancellor and is responsibile for monitoring overall progress toward desegregation goals. The Director collects and reviews all campus reports and prepares her own analyses and independent recommendations for campus action. In addition, the Office of Human Relations Programs monitors campus compliance with federal regulations in areas of equal opportunity, processes grievances resulting from alleged violations of the Human Relations Code, initiates and supports local unit equity and human relations programs and activities, and provides liaison with the Campus Senate Committee on Human Relations.

The basic approach to desegregation at College Park has been to articulate a firm commitment, establish clear priorities, delineate responsibilities, insist upon results, and create positive incentives to progress.

PROGRAMS AND ACTIVITIES

Each division and academic unit has planned a variety of programs which are intended to facilitate the enrollment and retention of minority students. The various programs are designed to remedy particular identified needs. Programs of special note during the past year include:

--The Human Relation's Office has completed the preparation of the Affirmative Action and Compliance Report. This extensive working document summarizes the efforts of the academic divisions in establishing goals and time tables for affirmative action programs in the areas of employment and student enrollment. A two-day workshop was planned and conducted on May 6 and 7, 1979. This workshop enabled a variety of university personnel to begin to design cooperative programs to facilitate the achievement of the goals and time tables.

--The Chancellor's Commission on the Status of Minority and Ethnic Issues has recently been reactivated. The Commission, composed of representatives from faculty, staff, alumnae, and students, serves as an advisory group to the Chancellor. The Commission has been asked to investigate and evaluate the structural and procedural mechanisms that impact on the well being of ethnic minority persons on the campus. Included among the issues that the Commission will examine are recruitment and retention (among students, faculty, and administrators), curriculum, financial aid, housing, and tenure and promotion policies and practices.

--In 1976 the campus created a system of "pooled" faculty positions, that is, faculty positions held in a central campus pool and allocated to the various divisions on a two-for-one matching basis for special purposes, such as when the division recruits minorities and women to fill all three positions. During 1977-78 eight pool positions were matched by 16 divisional positions, for 1978-79 and 1979-80, ten pool positions are matched by another 20 divisional positions.

In addition for 1979-80 five positions will be available on a non-matching basis for those divisions which identify outstanding senior faculty members, with special recruiting emphasis on senior black faculty.

Since the institution of this program 26 black faculty were recruited to College Park in 1977-78 and 1978-79.

--During the past year the Board of Regents revised the admissions standards to the University effective Summer/Fall, 1980. An integral part of the new policy authorizes the campus to admit 15% of the new freshman class, University-wide, on the basis of individual admissions. Each campus determines the criteria by which this phase of admissions will be administered. Criteria such as exceptional aptitude or talent in art, music, mathematics, dramatics, and athletics shall be included. Additionally, those who are educationally disadvantaged through personal circumstances will be given special consideration based on data provided by school counselors and other school and community people and on data provided by the individual.

In response to this revised policy, a committee on Individual Admissions Program was constituted to prepare the criteria for College Park. The committee, composed of staff from the Office of Equal Opportunity Recruitment, Admissions Office, the Vice Chancellor for Academic Affairs, and the academic divisions, has been charged with developing criteria which will ensure that the composition of the incoming Freshman class in 1980 is consistent with campus desegregation goals. The recommendations will be carefully reviewed by the campus administration prior to implementation of the admissions standards.

--An outreach program, Minorities in Science Program, has been developed this past year in an attempt to encourage more minority students to enroll in these areas. The program has been funded for FY 80 and outreach advisors will begin implementing the program in selected high schools during the Fall semester. The program is intended to encourage minority high school students to consider careers in the sciences at a time when they must take the required preparatory courses. Too often minority students are unable to succeed in University science courses because their interest in the sciences developed after high school and they have not completed the necessary prerequisites.

--In an attempt to attract a larger number of academically talented minority students the Benjamin Banneker Scholarship Program has been instituted beginning with the freshman class of Fall semester 1979. Scholarships of $1,000 will be awarded to eight students for their freshman year and eight students will receive awards of $1,000 for both their freshman and sophomore years. The awards are based on high school scholastic and extracurricular achievements. Scholarship recipients will also be admitted into the honors program, receive a fee waiver for the Orientation program, and receive priority in obtaining a residence hall room.

--Funding for desegregation programs and activities continues to be a campus budget priority. During FY 1979 College Park budgeted a total of $1,830, 838 for the desegregation program. In addition to the FY 79 state appropriation of $935,470, $895,368 from University tuition and fee income was specifically earmarked for desegregation. For FY 80 College Park requested $1,173,047 in the state supported program and $949,672 in other desegregation support programs.

--The Human Relations Office developed and implemented in-depth training and briefing sessions to assist divisional officers in the preparation of the updated Affirmative Action Compliance Programs.

--An introductory luncheon for President John S. Toll was planned by the Human Relations Office. The event introduced the President to members of the campus minority community, representatives of the Legislative Black Caucus, the Legislative Women's Caucus, the Board of Regents, and the State Board for Higher Education.

--The Human Relations Office developed and conducted Human Relations Training Seminars for the University Police. The workshop concentrated on conflict resolution. Participants included police officers as well as representatives from various groups on campus who from time to time were involved in potential confrontations with University Police.

STUDENT COMPOSITION

Of a total of 5,176 entering freshmen in Fall 1978, there were 665 or 12.85% minority group members, of whom 509 or 9.83% were black. During Spring 1979, 12% of the new students were minority group members, of whom 241 or 8.76% were black.

Of the total of 3,396 entering transfers for Fall 1978, there were 385 (11.34%) minority group members, of whom 276 (8.13%) were black. 13.23% of the entering transfers in Spring 1979 were minority group members including 174 or 10% of whom were black.

Of the total undergraduate enrollment (full and part-time) of 29,422, there were 3,291 (11.19%) of minority group students of whom 2,358 (8.02%) were black.

Of the total graduate enrollment of 7,483 for Fall 1978, there were 649 (8.67%) minority group members of whom 449 (6%) were black.

Of the total of 1,728 new graduate students for Fall 1978, there were 150 (9.68%) minority group members of whom 103 (5.96%) were black. During Spring 1979, 9.76% of the new graduate students were minority group members, of whom 6.61% were black.

Despite continued progress in increasing the number of minority group members among our undergraduate student body, it is clear that the campus will have difficulty fully reaching our goals as stated in the 1974 Desegregation Plan. The goal for new freshmen as stated in that plan is to achieve a proportion of minority group members which is at least as high as that among graduates of state high school college preparatory programs

College Park's goal for undergraduate enrollment is to achieve an undergraduate student body which contains at least the proportion of minority group students which was found in the freshmen classes of the previous two or three years. In the Fall 1974, the minority proportion of new freshmen was 10.69%; in 1975 it was 14.76%; in 1976 it was 13.27%; in 1977, 13.83%; and in 1978, 12.85%.

While we are not progressing as rapidly as we would like, it should be recognized that with the current pattern of educational institutions in Maryland, a goal to approximate the minority percentage of "college eligibles" in the population will be impossible to achieve unless a significant number of minority students currently attending predominantly black institutions in Maryland elect to attend UMCP instead.

Based on data presented in SBHE's Fourth Mid-Year Desegregation Status Report, July 1978, significant progress has been made towards achieving equality of access to higher education within the state and at College Park. Proportionally, the state higher education institutions are enrolling more black, Maryland resident high school graduates than white counterparts. (p3). The report also indicated that while the four-year institutions are enrolling black students beyond what would be expected given the pool of high school seniors, black students make up a percentage that is half of what would be expected in predominantly white institutions. On the other hand, black students make up a percentage greater than four times what would be expected in the predominantly black institutions. (p 8). The programs initiated during recent years at College Park will need to operate successfully for many years in order to gain a reputation which alters the historical vestiges of segregation. The campus administration strongly believes that continued commitment over a period of years will yield results and that episodic shifts in numbers or percentages should not discourage campus officers in their efforts.

The College Park desegregation goal is to have a proportion of minority graduate students which at least equals the previous year proportion of minority baccalaureate degree recipients in the U. S. and which increasingly approaches the proportion of such recipients in Maryland. The present UMCP graduate student population displays a racial/ethnic composition very similar to that of the Fall 1976 national graduate student population, but it is considerably lower than the proportion in Maryland (13% black, 2% other minority).

It has been a disappointment to the campus that we have not been able to increase significantly the percentage of blacks in our graduate student body over the last several years. Furthermore, the largest number of graduate students are clustered in Education and Social Sciences. Substantial efforts have been and are underway to address the problems of overall numbers as well as program selection imbalance.

Tables 1, 2, 7, and 8 provide additional data on the student composition at College Park.

TABLE 1. ENROLLMENT TRENDS OF NEW STUDENTS BY RACE, UMCP, FALL, 1974-1978

	ENROLLMENTS									
	Number					Per Cent				
	1974	1975	1976	1977	1978	1974	1975	1976	1977	1978
ALL NEW STUDENTS	10,658	10,828	10,717	11,280	10,300	100.00	100.00	100.00	100.00	100.00
American Minorities	996	1,347	1,175	1,323	1,200	9.35	12.44	10.96	11.73	11.65
Asian	126	139	154	184	158	1.18	1.28	1.44	1.63	1.53
Black	697	882	890	976	888	6.54	8.15	8.30	8.65	8.62
Hispanic	92	131	115	143	134	0.87	1.21	1.07	1.27	1.30
Indian[1]	81	195	16	20	20	0.76	1.80	0.15	0.18	0.20
American White	9,277	9,073	9,074	9,320	8,362	87.04	83.79	84.67	82.62	81.18
Foreign	385	408	468	637	738	3.61	3.77	4.37	5.65	7.17
ALL NEW UNDERGRADUATES	9,029	9,213	8,934	9,416	8,572	100.00	100.00	100.00	100.00	100.00
American Minorities	856	1,217	1,040	1,150	1,050	9.48	13.21	11.64	12.21	12.25
Asian	113	118	138	153	138	1.25	1.28	1.54	1.63	1.61
Black	602	798	793	862	785	6.67	8.66	8.88	9.15	9.16
Hispanic	74	112	97	120	118	0.82	1.22	1.09	1.27	1.38
Indian[1]	67	189	12	15	9	0.74	2.05	0.13	0.16	0.10
American White	7,903	7,721	7,594	7,772	6,968	87.53	83.81	85.00	82.54	81.29
Foreign	270	275	300	494	554	2.99	2.98	3.36	5.25	6.46
NEW FIRST-TIME FRESHMEN	5,676	5,691	5,615	5,974	5,176	100.00	100.00	100.00	100.00	100.00
American Minorities	607	840	745	826	665	10.69	14.76	13.27	13.83	12.85
Asian	86	86	100	108	94	1.51	1.51	1.78	1.81	1.82
Black	434	583	582	626	509	7.65	10.24	10.37	10.48	9.83
Hispanic	[illegible]	59	56	85	57	0.77	1.04	1.00	1.42	1.10
Indian[1]	43	112	7	7	5	0.76	1.97	0.12	0.12	0.10
American White	4,899	4,707	4,717	4,825	4,202	86.31	82.71	84.01	80.76	81.18
Foreign	170	144	153	323	309	3.00	2.53	2.72	5.41	5.97
ALL NEW TRANSFERS	3,353	3,522	3,319	3,442	3,396	100.00	100.00	100.00	100.00	100.00
American Minorities	249	377	295	324	385	7.43	10.70	8.89	9.41	11.34
Asian	27	32	38	45	44	0.81	0.91	1.14	1.31	1.29
Black	168	215	211	236	276	5.01	6.10	6.36	6.85	8.13
Hispanic	30	53	41	35	61	0.89	1.50	1.24	1.02	1.80
Indian[1]	24	77	5	8	4	0.72	2.19	0.15	0.23	0.12
American White	3,004	3,014	2,877	2,947	2,766	89.59	85.58	86.68	85.62	81.45
Foreign	100	131	147	171	245	2.98	3.72	4.43	4.97	7.21
ALL NEW GRADUATE STUDENTS	1,629	1,615	1,783	1,864	1,728	100.00	100.00	100.00	100.00	100.00
American Minorities	140	130	135	173	150	8.59	8.05	7.57	9.28	8.68
Asian	13	21	16	31	20	0.80	1.30	0.90	1.66	1.16
Black	95	84	97	114	103	5.83	5.20	5.44	6.12	5.96
Hispanic	18	19	18	23	16	1.10	1.18	1.01	1.23	0.92
Indian[1]	14	6	4	5	11	0.86	0.37	0.22	0.27	0.64
American White	1,374	1,352	1,480	1,548	1,394	84.35	83.72	83.01	83.05	80.67
Foreign	115	133	168	143	184	7.06	8.23	9.42	7.67	10.65

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[1] Inflated "American Indian" totals for 1974 and 1975 are attributed to confusing instructions at the point of data collection. It is clear that the majority of these "American Indians" were "American Whites."

TABLE 2. ENROLLMENT TRENDS OF NEW STUDENTS BY RACE, UMCP, SPRING, 1975-1979

	ENROLLMENTS									
	Number					Per Cent				
	1975[2]	1976	1977	1978	1979	1975[2]	1976	1977	1978	1979
ALL NEW STUDENTS	2,324	2,227	2,639	2,338	2,753	100.00	100.00	100.00	100.00	100.00
American Minorities	-	228	268	220	329	-	10.23	10.15	9.41	11.95
Asian	-	19	40	25	35	-	0.85	1.51	1.07	1.27
Black	-	157	185	163	241	-	7.05	7.01	6.97	8.76
Hispanic	-	31	35	28	43	-	1.39	1.33	1.20	1.56
Indian[1]	-	21	8	4	10	-	0.94	0.30	0.17	0.36
American White	-	1,854	2,186	1,891	2,130	-	83.25	82.84	80.88	77.37
Foreign	-	145	185	227	294	-	6.52	7.01	9.71	10.68
ALL NEW UNDERGRADUATES	1,592	1,443	1,556	1,332	1,739	100.00	100.00	100.00	100.00	100.00
American Minorities	-	162	167	137	230	-	11.23	10.73	10.28	13.23
Asian	-	12	21	11	25	-	0.83	1.35	0.82	1.43
Black	-	109	119	109	174	-	7.56	7.65	8.19	10.01
Hispanic	-	21	21	15	26	-	1.45	1.35	1.12	1.50
Indian[1]	-	20	6	2	5	-	1.39	0.38	0.15	0.29
American White	-	1,168	1,289	1,042	1,315	-	82.33	82.84	78.23	75.62
Foreign	-	93	100	153	194	-	6.44	6.43	11.49	11.15
NEW FIRST-TIME FRESHMEN	237	214	238	204	272	100.00	100.00	100.00	100.00	100.00
American Minorities	-	51	32	35	52	-	23.83	13.44	17.15	19.12
Asian	-	1	4	-	3	-	0.47	1.68	-	1.10
Black	-	41	27	29	41	-	19.16	11.34	14.21	15.08
Hispanic	-	3	-	5	8	-	1.40	-	2.45	2.94
Indian[1]	-	6	1	1	-	-	2.80	0.42	0.49	-
American White	-	151	184	140	168	-	70.56	77.31	68.63	61.77
Foreign	-	12	22	29	52	-	5.61	9.25	14.22	19.11
ALL NEW TRANSFERS	1,355	1,229	1,318	1,128	1,467	100.00	100.00	100.00	100.00	100.00
American Minorities	-	111	135	102	178	-	9.03	10.24	9.04	12.13
Asian	-	11	17	11	22	-	0.90	1.29	0.98	1.50
Black	-	68	92	80	133	-	5.53	6.98	7.09	9.07
Hispanic	-	18	21	10	18	-	1.47	1.59	0.88	1.22
Indian[1]	-	14	5	1	5	-	1.13	0.38	0.09	0.34
American White	-	1,037	1,105	902	1,147	-	84.38	83.84	79.97	78.19
Foreign	-	81	78	124	142	-	6.59	5.92	10.99	9.68
ALL NEW GRADUATE STUDENTS	732	784	1,083	1,006	1,014	100.00	100.00	100.00	100.00	100.00
American Minorities	88	66	101	83	99	12.02	8.42	9.32	8.25	9.76
Asian	19	7	19	14	10	2.60	0.89	1.75	1.39	0.98
Black	56	48	66	54	67	7.65	6.12	6.09	5.37	6.61
Hispanic	13	10	14	13	17	1.77	1.28	1.29	1.29	1.68
Indian[1]	-	1	2	2	5	-	0.13	0.19	0.20	0.49
American White	556	666	897	849	815	75.96	84.95	82.83	84.39	80.38
Foreign	88	52	85	74	100	12.02	6.63	7.85	7.36	9.86

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[1] Inflated "American Indian" totals for 1974 and 1975 are attributed to confusing instructions at the point of data collection. It is clear that the majority of these "American Indians" were "American Whites."

[2] Racial breakdown, Spring, 1975, unavailable.

TABLE 7. ENROLLMENT TRENDS BY RACE, UMCP, FALL, 1974-1978

	ENROLLMENT									
	Number					Per Cent				
	1974	1975	1976	1977	1978	1974	1975	1976	1977	1978
ALL STUDENTS	34,353	35,890	36,761	37,866	36,905	100.00	100.00	100.00	100.00	100.00
American Minorities	3,385	3,771	3,914	4,052	3,939	9.85	10.51	10.65	10.70	10.67
Asian	512	459	500	553	568	1.49	1.28	1.36	1.46	1.54
Black	2,194	2,514	2,732	2,908	2,806	6.39	7.00	7.43	7.68	7.60
Hispanic	340	371	385	402	423	0.99	1.03	1.05	1.06	1.15
Indian[1]	339	427	297	189	142	0.98	1.19	0.81	0.50	0.38
American White	29,948	30,663	31,257	32,042	30,858	87.18	85.44	85.03	84.62	83.62
Foreign	1,020	1,456	1,590	1,772	2,108	2.97	4.05	4.32	4.68	5.71
UNDERGRADUATES	27,032	28,561	29,112	30,108	29,422	100.00	100.00	100.00	100.00	100.00
American Minorities	2,729	3,177	3,275	3,374	3,291	10.09	11.12	11.25	11.21	11.19
Asian	390	385	434	456	478	1.44	1.35	1.49	1.52	1.62
Black	1,791	2,116	2,280	2,439	2,358	6.63	7.40	7.83	8.10	8.02
Hispanic	266	300	305	310	342	0.98	1.05	1.05	1.03	1.16
Indian[1]	282	376	256	169	113	1.04	1.32	0.88	0.56	0.39
American White	23,639	24,497	24,873	25,519	24,650	87.45	85.77	85.44	84.76	83.78
Foreign	664	887	964	1,215	1,481	2.46	3.11	3.31	4.03	5.03
GRADUATE STUDENTS	7,321	7,329	7,649	7,758	7,403	100.00	100.00	100.00	100.00	100.00
American Minorities	656	594	639	678	649	8.96	8.10	8.35	8.74	8.67
Asian	122	74	66	97	91	1.67	1.01	0.86	1.25	1.22
Black	403	398	452	469	449	5.50	5.43	5.91	6.05	6.00
Hispanic	74	71	80	92	81	1.01	0.97	1.05	1.18	1.08
Indian[1]	57	51	41	20	28	0.78	0.69	0.53	0.26	0.37
American White	6,309	6,166	6,384	6,523	6,207	86.18	84.14	83.46	84.08	82.95
Foreign	356	569	626	557	627	4.86	7.76	8.19	7.18	8.38

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[1] Due to confusing instructions in 1974 and 1975, inflated "American Indian" totals were recorded. The majority of these students were "American Whites." The overstatement has been gradually corrected, resulting in considerably fewer "errors" by 1978.

TABLE 8. ENROLLMENT TRENDS BY RACE, UMCP, SPRING, 1975-1979

	ENROLLMENTS									
	Number					Per Cent				
	1975	1976	1977	1978	1979	1975	1976	1977	1978	1979
ALL STUDENTS	32,363	33,803	34,830	35,320	34,741	100.00	100.00	100.00	100.00	100.00
American Minorities	3,215	3,573	3,738	3,739	3,794	9.93	10.57	10.73	10.58	10.92
Asian	484	435	503	502	557	1.49	1.29	1.44	1.43	1.60
Black	2,092	2,393	2,633	2,690	2,693	6.46	7.08	7.56	7.61	7.75
Hispanic	327	363	346	379	417	1.02	1.07	0.99	1.07	1.20
Indian[1]	312	382	256	168	127	0.96	1.13	0.74	0.47	0.37
American White	27,994	28,797	29,561	29,811	28,847	86.50	85.20	84.88	84.41	83.03
Foreign	1,154	1,433	1,531	1,770	2,100	3.57	4.23	4.39	5.01	6.05
UNDERGRADUATES	25,354	26,603	27,212	27,741	27,643	100.00	100.00	100.00	100.00	100.00
American Minorities	2,561	3,011	3,093	3,085	3,154	10.10	11.31	11.36	11.12	11.41
Asian	380	370	435	412	476	1.50	1.39	1.59	1.48	1.72
Black	1,681	2,014	2,181	2,235	2,253	6.64	7.57	8.01	8.06	8.15
Hispanic	247	287	257	296	324	0.97	1.07	0.95	1.06	1.17
Indian[1]	253	340	220	142	101	0.99	1.28	0.81	0.52	0.37
American White	22,042	22,747	23,199	23,441	23,006	86.94	85.51	85.26	84.50	83.23
Foreign	751	845	920	1,215	1,483	2.96	3.18	3.38	4.38	5.36
GRADUATE STUDENTS	7,009	7,200	7,618	7,579	7,098	100.00	100.00	100.00	100.00	100.00
American Minorities	654	562	645	654	640	9.33	7.80	8.46	8.62	9.02
Asian	104	65	68	90	81	1.48	0.90	0.89	1.19	1.14
Black	411	379	452	455	440	5.86	5.26	5.94	6.00	6.20
Hispanic	80	76	89	83	93	1.15	1.06	1.16	1.09	1.31
Indian[1]	59	42	36	26	26	0.84	0.58	0.47	0.34	0.37
American White	5,952	6,050	6,362	6,370	5,841	84.92	84.03	83.52	84.05	82.29
Foreign	403	588	611	555	617	5.75	8.17	8.02	7.33	8.69

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[1] Due to confusing instructions in 1974 and 1975, inflated "American Indian" totals were recorded. The majority of these students were "American Whites." The overstatement has been gradually corrected, resulting in considerably fewer "errors" by 1979.

STUDENT RETENTION

The 1974 College Park Campus Desegregation Plan expressed our goal to retain black and other minority students at the same rate white students are retained. The data shown in tables 3, 4, 5, and 9 show that while the difference in retention rates between blacks and whites have been narrowing, College Park has still not achieved its goal.

The campus continues to place emphasis on strengthened advising and tutorial programs, the Minority Advising Program, and special divisional programs and workshops to facilitate retention.

The campus administration recognizes that attrition is not only the result of academic deficiencies. Minority students who perceive that the campus is not hospitable or a personally satisfying environment will choose to leave and continue their education elsewhere. This aspect of attrition is difficult to correct because the variables involved are so diverse and often personal. The campus also recognizes that programs which are instituted to enhance the environment for minorities must in many instances continue for several years before their impact is recognized. Within each division and campus-wide, programs are instituted to enhance the campus environment for minority students. Some specific efforts include faculty recruitment, the Chancellor's Commission on the Status of Minority and Ethnic Issues, the Visiting Minority Scholar Program, the Minority Preprofessional Societies, and Nyumburu, the campus transcultural center.

The increased number of minority faculty will, we believe, assist in the retention of students. As the academic experience reflects greater diversity and the campus environment becomes more hospitable, increased numbers of minority students will choose to continue their education at College Park.

The newly reconstituted Commission on the Status of Minority and Ethnic Issues will provide valuable insight and assistance to the campus as we continue to develop new programs and services to meet the needs of minority students.

The Visiting Minority Scholar Program was instituted this past year under the leadership of the Vice Chancellor for Academic Affairs. Distinguished minority scholars are invited to the campus for several days to participate in departmental colloquia, deliver a public address, and interact with faculty and students in an informal social setting. Visitors to the campus during this past academic year included Dr. Orlando Taylor, Chairman, Communication Arts and Sciences, Howard University; Dr. Warren Washington, National Center for Atmospheric Research; and Dr. Eugene Cota-Robles, Vice Chancellor for Academic Affairs, University of California, Santa Cruz.

TABLE 3. STUDENT PROGRESSION: THE FALL, 1974 UMCP UNDERGRADUATE MATRICULATING CLASS BY RACE, SEX AND FALL, 1978 STATUS

	TOTALS			AMERICAN															FOREIGN			UNK.NAT.ORIG.		
				Asian			Black			Hispanic			Indian			White/Other						Unk. Race		
	Total	Men	Women	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W
First-time Freshmen, Fall '74	5175	2668	2507	70	33	37	341	127	214	34	15	19	33	18	15	3962	2060	1902	125	73	52	610	342	268
FALL '78 STATUS																								
ENROLLED																								
number	1203	774	429	21	13	8	73	36	37	12	9	3	7	4	3	926	611	315	38	23	15	126	78	48
per cent	23	29	17	30	40	22	21	28	17	35	60	16	21	22	20	23	30	17	30	31	29	21	23	18
Freshmen																								
number	13	11	2	1	1	-	-	-	-	-	-	-	-	-	-	8	7	1	1	1	-	3	2	1
per cent	-	-	-	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1	-
Sophomores																								
number	51	31	20	-	-	-	2	1	1	-	-	-	-	-	-	41	26	15	-	-	-	8	4	4
per cent	1	1	1	-	-	-	1	1	-	-	-	-	-	-	-	1	2	1	-	-	-	1	1	2
Juniors																								
number	179	119	60	2	1	1	15	7	8	2	1	1	-	-	-	125	89	36	9	4	5	26	17	9
per cent	3	5	2	3	3	3	4	5	4	6	7	5	-	-	-	3	4	2	7	5	10	4	5	3
Seniors																								
number	960	613	347	18	11	7	56	28	28	10	8	2	7	4	3	752	489	263	28	18	10	89	55	34
per cent	19	23	14	26	34	19	16	22	13	29	53	11	21	22	20	19	24	14	22	25	19	15	16	13
GRADUATED																								
number	1564	692	872	25	9	16	63	18	45	7	2	5	8	4	4	1315	596	719	28	16	12	118	47	71
per cent	30	26	35	36	27	43	19	14	21	21	13	26	24	22	26	34	29	38	23	22	23	19	14	26
UMCP Graduate Students[1]																								
number	75	45	30	-	-	-	3	1	2	-	-	-	2	-	2	59	37	22	3	2	1	8	5	3
per cent	1	2	1	-	-	-	1	1	1	-	-	-	6	-	13	2	2	1	3	3	2	1	2	1
Others																								
number	1489	647	842	25	9	16	60	17	43	7	2	5	6	4	2	1256	559	697	25	14	11	110	42	68
per cent	29	24	34	36	27	43	18	13	20	21	13	26	18	22	13	32	27	37	20	19	21	18	12	25
NOT ENROLLED - NOT GRADUATED																								
number	2408	1202	1206	24	11	13	205	73	132	15	4	11	18	10	8	1721	853	868	59	34	25	366	217	149
per cent	47	45	48	34	33	35	60	58	62	44	27	58	55	56	54	43	41	45	47	47	48	60	63	56
Academic Dismissal																								
number	435	277	158	6	3	3	84	33	51	2	1	1	2	1	1	270	188	82	11	7	4	60	44	16
per cent	9	10	6	8	9	8	25	26	24	6	7	5	6	6	7	6	9	4	9	10	8	10	13	6
Other Reasons																								
number	1973	925	1048	18	8	10	121	40	81	13	3	10	16	9	7	1451	665	786	48	27	21	306	173	133
per cent	38	35	42	26	24	27	35	32	38	38	20	53	49	50	47	37	32	41	38	37	40	50	50	50

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[1] Received baccalaureate degrees and continuing at UMCP as graduate students.

	TOTALS			AMERICAN															FOREIGN			UNK.NAT.ORIG.		
				Asian			Black			Hispanic			Indian			White/Other						Unk. Race		
	Total	Men	Women	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W
First-time/Full-time Freshmen, Fall '75	5117	2701	2416	72	41	31	481	224	257	46	20	26	89	47	42	4013	2135	1878	113	68	45	303	166	137
FALL '78 STATUS																								
ENROLLED																								
number	2989	1618	1371	52	31	21	223	107	116	26	10	16	53	29	24	2415	1317	1098	65	40	25	155	84	71
per cent	58	60	57	72	76	68	46	48	45	57	50	62	60	62	57	60	61	58	57	59	56	51	51	52
Freshmen																								
number	32	23	9	-	-	-	2	1	1	1	-	1	1	1	-	25	19	6	2	1	1	1	1	-
per cent	1	1	-	-	-	-	-	-	-	2	-	4	1	2	-	1	1	-	1	1	2	-	1	-
Sophomores																								
number	126	84	42	2	2	-	17	8	9	3	1	2	3	1	2	91	67	24	2	2	-	8	3	5
per cent	2	3	2	3	5	-	4	4	4	7	5	8	4	2	5	2	3	1	1	3	-	3	2	4
Juniors																								
number	1043	628	415	15	10	5	130	67	63	8	2	6	16	12	4	782	480	302	28	18	10	64	39	25
per cent	20	23	17	21	25	16	27	30	24	17	10	23	18	26	9	19	22	16	25	27	23	21	23	18
Seniors																								
number	1788	883	905	35	19	16	74	31	43	14	7	7	33	15	18	1517	751	766	33	19	14	82	41	41
per cent	35	33	38	48	46	52	15	14	17	31	35	27	37	32	43	38	35	41	30	28	31	27	25	30
GRADUATED																								
number	40	18	22	1	-	1	3	2	1	-	-	-	1	-	1	30	15	15	2	1	1	3	-	3
per cent	1	1	1	1	-	3	1	1	-	-	-	-	1	-	2	1	1	1	2	1	2	1	-	2
UMCP Graduate Students[1]																								
number	3	1	2	-	-	-	-	-	-	-	-	-	-	-	-	3	1	2	-	-	-	-	-	-
per cent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Others																								
number	37	17	20	1	-	1	3	2	1	-	-	-	1	-	1	27	14	13	2	1	1	3	-	3
per cent	1	1	1	1	-	3	1	1	-	-	-	-	1	-	2	1	1	1	2	1	2	1	-	2
NOT ENROLLED - NOT GRADUATED																								
number	2088	1065	1023	19	10	9	255	115	140	20	10	10	35	18	17	1568	803	765	46	27	19	145	82	63
per cent	41	39	42	27	24	29	53	51	55	43	50	38	39	38	41	39	38	41	41	40	42	48	49	46
Academic Dismissal																								
number	475	293	182	4	4	-	105	51	54	3	2	1	12	11	1	301	191	110	10	6	4	40	28	12
per cent	9	11	7	6	10	-	22	23	21	6	10	4	13	23	2	7	9	6	9	9	9	13	17	9
Other Reasons																								
number	1613	772	841	15	6	9	150	64	86	17	8	9	23	7	16	1267	612	655	36	21	15	105	54	51
per cent	32	28	35	21	14	29	31	28	34	37	40	34	26	15	39	32	29	35	32	31	33	35	32	37

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[1] Received baccalaureate degrees and continuing at UMCP as graduate students.

	TOTALS			A M E R I C A N															FOREIGN			UNK.NAT.ORIG.		
				Asian			Black			Hispanic			Indian			White/Other						Unk. Race		
	Total	Men	Women	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W
First-time/Full-time Freshmen, Fall, 1976	5214	2633	2581	84	45	39	461	164	297	44	22	22	6	3	3	4048	2079	1969	127	83	44	444	237	207
ENROLLED																								
number	3309	1684	1625	62	36	26	250	83	167	28	13	15	2	1	1	2639	1370	1269	73	46	27	255	135	120
per cent	64	64	63	74	80	67	54	51	56	64	59	68	34	33	33	65	66	64	58	55	61	57	57	58
Freshmen																								
number	67	33	34	4	1	3	5	-	5	-	-	-	1	-	1	51	27	24	2	2	-	4	3	1
per cent	1	1	1	5	2	8	1	-	2	-	-	-	17	-	33	1	1	1	2	2	-	1	1	1
Sophomores																								
number	1238	694	544	20	14	6	141	47	94	16	7	9	1	1	-	926	546	380	30	19	11	104	60	44
per cent	24	26	21	24	31	15	31	29	31	36	32	41	17	33	-	23	26	19	24	23	25	23	25	21
Juniors																								
number	2004	957	1047	38	21	17	104	36	68	12	6	6	-	-	-	1662	797	865	41	25	16	147	72	75
per cent	39	37	41	45	47	44	22	22	23	28	27	27	-	-	-	41	39	44	32	30	36	33	31	36
NOT ENROLLED																								
number	1905	949	956	22	9	13	211	81	130	16	9	7	4	2	2	1409	709	700	54	37	17	189	102	87
per cent	36	36	37	26	20	33	46	49	44	36	41	32	66	67	67	35	34	36	42	45	39	43	43	42
Academic Dismissal																								
number	282	165	117	4	2	2	58	18	40	2	1	1	-	-	-	187	122	65	9	6	3	22	16	6
per cent	5	6	5	5	4	5	13	11	14	4	5	5	-	-	-	5	6	4	7	7	7	5	7	3
Other Roasons																								
number	1623	784	839	18	7	11	153	63	90	14	8	6	4	2	2	1222	587	635	45	31	14	167	86	81
per cent	31	30	32	21	16	28	[illegible]	38	30	32	36	27	66	67	67	30	28	32	35	38	32	38	36	39

TABLE 6. STUDENT PROGRESSION: THE FALL, 1977 UMCP UNDERGRADUATE MATRICULATING CLASS BY RACE, SEX AND FALL, 1978 STATUS

	TOTALS			A M E R I C A N															FOREIGN			UNK.NAT.ORIG.		
				Asian			Black			Hispanic			Indian			White/Other						Unk. Race		
	Total	Men	Women	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W
First-time/Full-time Freshmen, Fall, '77	5577	2914	2663	85	44	41	503	183	320	67	36	31	4	3	1	3953	2121	1832	254	154	100	711	373	338
ENROLLED																								
number	4295	2239	2056	72	38	34	327	122	205	45	23	22	3	2	1	3147	1678	1469	190	113	77	511	263	248
per cent	77	77	77	85	86	83	65	67	64	67	64	71	75	66	100	80	79	80	75	73	77	72	71	73
Freshmen																								
number	1719	943	776	20	12	8	203	78	130	26	10	16	2	1	1	1148	668	480	93	50	43	222	124	98
per cent	31	32	29	24	27	20	41	43	41	39	28	52	50	33	100	29	32	26	37	32	43	31	33	29
Sophomores																								
number	2576	1296	1280	52	26	26	119	44	75	19	13	6	1	1	-	1999	1010	989	97	63	34	289	139	150
per cent	46	45	48	61	59	63	24	24	23	28	36	19	25	33	-	51	47	54	38	41	34	41	38	44
NOT ENROLLED																								
number	1282	675	607	13	6	7	176	61	115	22	13	9	1	1	-	806	443	363	64	41	23	200	110	90
per cent	23	23	23	15	14	17	35	33	36	33	36	29	25	34	-	20	21	20	25	27	23	28	29	27
Academic Dismissal																								
number	285	166	119	2	2	-	71	25	46	6	4	2	1	1	-	139	92	47	17	12	5	49	30	19
per cent	5	6	5	2	5	-	14	13	14	9	11	6	25	34	-	3	4	3	7	8	5	7	8	6
Other Reasons																								
number	997	509	488	11	4	7	105	36	69	16	9	7	-	-	-	667	351	316	47	29	18	151	80	71
per cent	18	17	18	13	9	17	21	20	22	24	25	23	-	-	-	17	17	17	18	19	18	21	21	21

TABLE 4. STUDENT PROGRESSION: THE FALL, 1975 UMCP UNDERGRADUATE MATRICULATING CLASS BY RACE, SEX AND FALL, 1978 STATUS

TABLE 9. DEGREE TRENDS BY RACE, UMCP, 1974-75 TO 1977-78

	DEGREES GRANTED							
	Number				Per Cent			
	1974-75	1975-76	1976-77	1977-78	1974-75	1975-76	1976-77	1977-78
ALL DEGREES	7,007	6,900	7,054	7,083	100.00	100.00	100.00	100.00
American Minorities	543	530	584	569	7.75	7.68	8.28	8.03
Asian	94	83	75	93	1.34	1.20	1.06	1.31
Black	296	314	365	360	4.22	4.55	5.17	5.08
Hispanic	84	62	73	65	1.19	0.90	1.04	0.92
Indian	69	71	71	51	1.00	1.03	1.01	0.72
American White	6,173	6,075	6,126	6,215	88.10	88.04	86.84	87.75
Foreign	291	295	344	299	4.15	4.28	4.88	4.22
ALL BACHELOR'S DEGREES	5,213	5,058	5,322	5,481	100.00	100.00	100.00	100.00
American Minorities	398	389	462	457	7.63	7.69	8.68	8.34
Asian	76	58	62	79	1.46	1.15	1.16	1.44
Black	202	224	281	294	3.87	4.42	5.28	5.37
Hispanic	61	49	60	43	1.17	0.97	1.13	0.78
Indian	59	58	59	41	1.13	1.15	1.11	0.75
American White	4,720	4,546	4,695	4,846	90.55	89.88	88.22	88.42
Foreign	95	123	165	178	1.82	2.43	3.10	3.24
ALL MASTER'S DEGREES	1,409	1,477	1,362	1,268	100.00	100.00	100.00	100.00
American Minorities	120	113	94	89	8.51	7.65	6.90	7.02
Asian	12	19	11	10	0.85	1.29	0.81	0.79
Black	79	76	64	53	5.60	5.14	4.70	4.18
Hispanic	21	9	13	20	1.49	0.61	0.95	1.58
Indian	8	9	6	6	0.57	0.61	0.44	0.47
American White	1,155	1,242	1,153	1,104	81.98	84.09	84.66	87.07
Foreign	134	122	115	75	9.51	8.26	8.44	5.91
ALL DOCTOR'S DEGREES	385	365	370	334	100.00	100.00	100.00	100.00
American Minorities	25	28	28	23	6.50	7.67	7.57	6.89
Asian	6	6	2	4	1.56	1.64	0.54	1.20
Black	15	14	20	13	3.90	3.83	5.41	3.89
Hispanic	2	4	-	2	0.52	1.10	-	0.60
Indian	2	4	6	4	0.52	1.10	1.62	1.20
American White	298	287	278	265	77.40	78.63	75.13	79.34
Foreign	62	50	64	46	16.10	13.70	17.30	13.77

FINANCIAL AID

Of the 2,583 undergraduate students receiving BEOG awards, 1,002 (39%) were minority group members, of whom 879 (34%) were black.

Of the 306 students receiving Supplemental Educational Opportunity Grant (SEOG), 81 (26%) were minority group members, of whom 72 (24%) were black.

Of the 2,017 students receiving National Direct Student Loans, 762 (38%) were minority group members, of whom 673 (33%) were black.

Of the 670 students employed through the College Work Study Program, 266 (40%) were minority group members, of whom 239 (37%) were black.

Of 1,854 graduate students receiving graduate assistantships , 134 (7%) were minority group members of whom 65 (4%) were black.

Of 164 graduate students receiving grants, scholarships or fellowships from federal, state, and institutional sources, 69 (42%) were minority group members, of whom 58 (35%) were black. Undergraduate minority students continue to receive a proportion of financial aid funds higher than their proportion in the student population.

Considerable attention must be given to increasing the number of minorities who receive graduate assistantships. The recently completed AACP recommends that each college or department which hires graduate assistants submit the criteria for the award of assistantships; a description of the recruitment, application and review process used to select recipients of assistantships; statistics showing the racial ethnic group of graduate students and of graduate assistantship recipients for the most recent academic year; and specific plans to achieve a situation of parity.

As mentioned earlier, the Banneker Scholar program has been instituted to provide financial incentives for academically talented minority students for Fall 1979.

1978-79 UNDERGRADUATE FINANCIAL AID RECIPIENTS

BREAKDOWN BY RACE AND SEX

	Total	Male	Female	Am. Indian	Black	Oriental	Hispanic	White	Foreign*	Other**
Basic Educational Opportunity Grant (BEOG)	2583	1242	1341	18	879	60	45	1197	374	10
Supplemental Educational Opportunity Grant (SEOG)	306	136	170	2	72	3	4	212	13	0
National Direct Student Loan (NDSL)	2017	947	1070	12	673	34	43	1065	187	3
College Work Study (CWS)	670	257	413	5	239	12	10	349	54	1
Maryland Grant	667	328	339	2	66	4	7	560	26	2
Frederick Douglass Scholarship	507	205	302	4	367	19	24	13	79	1

* Includes Vietnamese and Cambodian refugees.

** Race unknown.

GRADUATE STUDENT ENROLLMENT AND SUPPORT DATA - FALL 1978
SUMMARY

	American Indian	Black Amer.	Asian Amer.	Hispanic Amer.	Other U.S.	Unknown	Foreign	TOTAL	Male	Female
TOTAL ENROLLED	26	409	83	74	5669	649	573	7483	3795	3688
% of total enrollment	0.4	5.5	1.1	.1	75.8	8.7	7.7		50.7	49.2
TOTAL SUPPORTED	4	120	47	28	1585	0	171	1953	1137	826
% of total supported	0.2	6.1	2.4	1.4	81.2	0	8.8		58.2	42.3
Assistantships (Teaching/Research)	4	65	41	24	1312	0	171	1854	1110	744
Fellowships/Traineeships (D.O.T., EPDA,NIH,NSF, LASPAU, Voc, Ed Teachers, A.J. Moyer, Rochefeller Foundation, G. Pop., Dept. of Labor, Graduate School, MD Fellowships & Other Race Grants)	0	58	6	5	91	0	0	164	64	100

EMPLOYMENT COMPOSITION

Currently UMCP employs 4,754 persons on a full-time basis. While the number of full-time employees increased by only 50 at College Park this fall, the number of minority group employees increased by 33, of whom 10 were black. Tables 9 and 10 provide summary data on the status of full-time employees.

The number of minority group faculty members increased from 107 (6.93%) in 1977 to 118 (7.4%) in 1978. Within the category of senior faculty the number of minority group members increased from 37 (4.35%) in 1977 to 43 (4.92%) in 1978. The number of black senior faculty members increased from 7 (.82%) to 9 (1.03%) in 1978.

The 1974 Desegregation Plan sets a goal for the utilization of minorities among classified staff to equal the representation of minorities in the Baltimore/Washington recruiting area within four years. Units are now required to conduct utilization analyses to determine the degree to which the profile of the campus work force is consistent with that mandated for the campus in the 1973 Desegregation Plan for the state.

The Human Relations Office will continue to assertively follow up with campus divisions to ensure that steps are taken to enhance the recruitment efforts for minority employees at all levels. Under the supervision of the Division of Administrative Affairs the campus Personnel Office will review the current screening and application process for classified employees to determine if barriers exist and where necessary will initiate steps to correct the situation. Outcomes of their efforts will be reported to the Chancellor through the Human Relations Office.

Faculty recruitment was discussed earlier in the report. It is expected that the campus will continue to utilize the "pool position" mechanism as a way of rewarding units for the efforts taken to diversity our applicant and hiring pool. While it is still too early in the recruiting cycle to be definitive, the campus administration anticipates the appointment of several additional minority faculty at the senior level for Fall 1979.

TABLE 5. NEWLY-EMPLOYED FULL-TIME EMPLOYEES BY RACE, [illegible], FALL, 1975-1978

	EMPLOYEES							
	Number				Per Cent			
	1975	1976	1977	1978	1975	1976	1977	1978
ALL FULL-TIME NEW EMPLOYEES	536	675	624	603	100.00	100.00	100.00	100.00
American Minorities	117	112	124	124	21.83	16.59	19.87	20.56
Asian	13	15	20	14	2.43	2.22	3.21	2.32
Black	101	88	101	94	18.84	13.04	16.18	15.59
Hispanic	3	8	3	15	0.56	1.18	0.48	2.49
Indian	-	1	-	1	-	0.15	-	0.16
American White	419	546	472	451	78.17	80.89	75.64	74.79
Foreign	-[1]	17	28	28	-[1]	2.52	4.49	4.65
I. PROFESSIONAL STAFF	187	304	262	287	100.00	100.00	100.00	100.00
American Minorities	25	26	28	36	13.37	8.55	10.69	12.54
Asian	8	5	12	7	4.28	1.64	4.58	2.44
Black	17	20	16	21	9.09	6.58	6.11	7.32
Hispanic	-	1	-	7	-	0.33	-	2.43
Indian	-	-	-	1	-	-	-	0.35
American White	162	262	207	223	86.63	86.19	79.01	77.70
Foreign	-[1]	16	27	28	-[1]	5.26	10.30	9.76
A. FACULTY	88	174	155	166	100.00	100.00	100.00	100.00
American Minorities	11	13	16	18	12.50	7.47	10.32	10.84
Asian	6	2	10	4	6.82	1.15	6.45	2.41
Black	5	10	6	11	5.68	5.75	3.87	6.63
Hispanic	-	1	-	3	-	0.57	-	1.80
Indian	-	-	-	-	-	-	-	-
American White	77	151	118	127	87.50	86.78	76.13	76.51
Foreign	-[1]	10	21	21	-[1]	5.75	13.55	12.65
1. SENIOR FACULTY[2]	5	17	17	10	100.00	100.00	100.00	100.00
American Minorities	-	2	1	-	-	11.76	5.88	-
Asian	-	-	-	-	-	-	-	-
Black	-	2	1	-	-	11.76	5.88	-
Hispanic	-	-	-	-	-	-	-	-
Indian	-	-	-	-	-	-	-	-
American White	5	15	16	10	100.00	88.24	94.12	100.00
Foreign	-[1]	-	-	-	-[1]	-	-	-
2. JUNIOR FACULTY	83	157	138	156	100.00	100.00	100.00	100.00
American Minorities	11	11	15	18	13.25	7.01	10.87	11.54
Asian	6	2	10	4	7.23	1.27	7.25	2.57
Black	5	8	5	11	6.02	5.10	3.62	7.05
Hispanic	-	1	-	3	-	0.64	-	1.92
Indian	-	-	-	-	-	-	-	-
American White	72	136	102	117	86.75	86.62	73.91	75.00
Foreign	-[1]	10	21	21	-[1]	6.37	15.22	13.46

	EMPLOYEES							
	Number				Per Cent			
	1975	1976	1977	1978	1975	1976	1977	1978
B. ADMINISTRATIVE/OTHER PROF.	99	130	107	121	100.00	100.00	100.00	100.00
American Minorities	14	13	12	18	14.14	10.00	11.22	14.88
Asian	2	3	2	3	2.02	2.31	1.87	2.48
Black	12	10	10	10	12.12	7.69	9.35	8.27
Hispanic	-	-	-	4	-	-	-	3.30
Indian	-	-	-	1	-	-	-	0.83
American White	85	111	89	96	85.86	85.38	83.18	79.34
Foreign	-[1]	6	6	7	-[1]	4.62	5.60	5.78
II. NON-PROFESSIONAL CLASSIFIED	349	371	362	316	100.00	100.00	100.00	100.00
American Minorities	92	86	96	88	26.36	23.18	26.52	27.85
Asian	4	10	8	7	1.15	2.69	2.21	2.22
Black	85	68	85	73	24.35	18.33	23.48	23.10
Hispanic	3	7	3	8	0.86	1.89	0.83	2.53
Indian	-	1	-	-	-	0.27	-	-
American White	257	284	265	228	73.64	76.55	73.20	72.15
Foreign	-[1]	1	1	-	-[1]	0.27	0.28	-

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[1] Data unavailable in 1975; included in American counts by race.

[2] Associate and Full Professors.

	E M P L O Y E E S							
	Number				Per Cent			
	1975	1976	1977	1978	1975	1976	1977	1978
ALL FULL-TIME EMPLOYEES	4,620	4,689	4,704	4,754	100.00	100.00	100.00	100.00
American Minorities	836	863	917	950	18.10	18.41	19.50	19.98
Asian	76	84	101	106	1.65	1.79	2.15	2.27
Black	733	723	761	771	15.87	15.42	16.18	16.21
Hispanic	26	45	47	63	0.56	0.96	1.00	1.33
Indian	1	11	8	8	0.02	0.24	0.17	0.17
American White	3,784	3,788	3,737	3,745	81.90	80.78	79.44	78.78
Foreign	-[1]	38	50	59	-[1]	0.81	1.06	1.24
I. PROFESSIONAL STAFF	2,266	2,327	2,332	2,419	100.00	100.00	100.00	100.00
American Minorities	171	172	195	214	7.55	7.39	8.36	8.85
Asian	57	49	64	70	2.52	2.10	2.74	2.89
Black	109	106	111	119	4.81	4.56	4.76	4.92
Hispanic	4	11	14	19	0.18	0.47	0.60	0.79
Indian	1	6	6	6	0.04	0.26	0.26	0.25
American White	2,095	2,118	2,089	2,146	92.45	91.02	89.58	88.71
Foreign	-[1]	37	48	59	-[1]	1.59	2.06	2.44
A. FACULTY	1,545	1,559	1,545	1,594	100.00	100.00	100.00	100.00
American Minorities	94	91	107	118	6.08	5.84	6.93	7.40
Asian	47	39	54	57	3.04	2.50	3.50	3.58
Black	46	41	40	47	2.98	2.63	2.59	2.95
Hispanic	-	7	10	12	-	0.45	0.65	0.75
Indian	1	4	3	2	0.06	0.26	0.19	0.12
American White	1,451	1,441	1,404	1,434	93.92	92.43	90.87	89.96
Foreign	-[1]	27	34	42	-[1]	1.73	2.20	2.64
1. SENIOR FACULTY[2]	800	839	850	874	100.00	100.00	100.00	100.00
American Minorities	27	36	37	43	3.38	4.29	4.35	4.92
Asian	16	22	22	25	2.00	2.62	2.59	2.86
Black	10	8	7	9	1.25	0.95	0.82	1.03
Hispanic	-	4	6	8	-	0.48	0.71	0.92
Indian	1	2	2	1	0.13	0.24	0.23	0.11
American White	773	802	812	831	96.62	95.59	95.53	95.08
Foreign	-[1]	1	1	-	-[1]	0.12	0.12	-
2. JUNIOR FACULTY	745	720	695	720	100.00	100.00	100.00	100.00
American Minorities	67	55	70	75	8.99	7.64	10.07	10.42
Asian	31	17	32	32	4.16	2.36	4.60	4.44
Black	36	33	33	38	4.83	4.58	4.75	5.28
Hispanic	-	3	4	4	-	0.42	0.58	0.56
Indian	-	2	1	1	-	0.28	0.14	0.14
American White	678	639	592	603	91.01	88.75	85.18	83.75
Foreign	-[1]	26	33	42	-[1]	3.61	4.75	5.83

	Number 1975	Number 1976	Number 1977	Number 1978	Per Cent 1975	Per Cent 1976	Per Cent 1977	Per Cent 1978
B. ADMINISTRATIVE/OTHER PROF.	721	768	787	825	100.00	100.00	100.00	100.00
American Minorities	77	81	88	96	10.68	10.55	11.18	11.64
Asian	10	10	10	13	1.39	1.30	1.27	1.58
Black	63	65	71	72	8.74	8.47	9.02	8.73
Hispanic	4	4	4	7	0.55	0.52	0.51	0.85
Indian	-	2	3	4	-	0.26	0.38	0.48
American White	644	677	685	712	89.32	88.15	87.04	86.30
Foreign	-[1]	10	14	17	-[1]	1.30	1.78	2.06
II. NON-PROFESSIONAL CLASSIFIED	2,354	2,362	2,372	2,335	100.00	100.00	100.00	100.00
American Minorities	665	691	722	736	28.25	29.26	30.44	31.52
Asian	19	35	37	38	0.81	1.48	1.56	1.63
Black	624	617	650	652	26.51	26.13	27.40	27.92
Hispanic	22	34	33	44	0.93	1.44	1.39	1.88
Indian	-	5	2	2	-	0.21	0.09	0.09
American White	1,689	1,670	1,648	1,599	71.75	70.70	69.48	68.49
Foreign	-[1]	1	2	-	-[1]	0.04	0.08	-

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[1] Data unavailable in 1975; included in American counts by race.

[2] Associate and Full Professors.

SUMMARY

The College Park Campus over the last several years has been characterized by stability. A university mandated enrollment ceiling has meant very limited growth in the student body, few new faculty and staff positions, and constrained resources. In spite of this, College Park continues to make progress toward its desegregation goals.

FIFTH MID-YEAR DESEGREGATION STATUS REPORT
UNIVERSITY OF MARYLAND, EASTERN SHORE
May, 1979

INTRODUCTION

The University of Maryland, Eastern Shore, a fully accredited four-year public institution, is located in the historical town of Princess Anne, Maryland. The setting is ideal for serious academic study in that the institution is situated off from the center of the town on some 300 acres of land which consist of the main campus, farms, pastures, and woodlands. It is located fifteen minutes from the growing town of Salisbury; thirty-five minutes from the exciting resort of Ocean City; and about two and one half hours from Baltimore City, Washington, D. C., and the main University campus at College Park, Maryland.

The campus, founded on September 13, 1886 as the Delaware Conference Academy with an enrollment of nine students, seeks to create an atmosphere of academic excellence, and to offer modern studies and advance the professional development of its students and faculty through research and self-realization. The UMES campus will strive to create an environment in which PEOPLE can become more HUMAN through the development of their maximum potentialities. This will be accomplished through interdisciplinary, intercultural, and innovative studies which focus on the needs and demands of a pluralistic society.

The overall thrust of the UMES objectives is to provide educational opportunities which are varied in nature, excellent in quality, and designed for the fulfillment of the needs of the society in general and the State of Maryland and the Eastern Shore in particular. UMES' uniqueness lies in the fact that (a) it is one of two institutions in the state offering comprehensive land-grant curricula; and, is the only institution on the Eastern Shore having such curricula available; (b) it provides supportive and auxiliary programs for the educational development of high school and college students from the lower socio-economic strata of society; (c) it provides unusual educational opportunities for undergraduate students to participate in specialized research, and (d) it has instituted an Honors Program, in cooperation with the professional schools of the University of Maryland at Baltimore, for UMES students of great promise and ability who can meet rigorous academic standards.

The Honors Program

This unique program, as heralded above, includes specific pre-professional tracks in medicine, dentistry, law, pharmacy, nursing, and social work and community planning. The program of study is designed to consist primarily of honors sections in Biology, Chemistry, English, Mathematics and Social Science. Emphasis is also placed on independent study and honors seminars which are designed so that students will be able to explore the various academic disciplines in depth.

STUDENT COMPOSITION

Student Body Profile

The Fall 1978 enrollment at UMES consisted of 1,057 undergraduate and 32 graduate students. Of the undergraduate figure, 882 students were full-time enrollees and 175 were part-time. Of the graduate enrollees 3 were full-time and 29 were part-time students. The racial composition of the undergraduate student body was 78.5% black, 16.8% white, 0.3% Indian-American, 0.8% Asian-American, 0.3% Hispanic origin, and 3.3% foreign. The racial composition of the graduate student body was 43.8% black, 53.1% white, and 3.1% Indian-American.

The figure for first-time enrollees (first-time admission to any institution) for the fall of 1978 show a new student enrollment of 308. The racial composition of these 308 first-time fall 1978 enrollees showed 87.0% black, 9.0% white, 0.7% Asian-American, 0.7% Indian-American, and 2.6% of foreign origin. Student transfers from other institutions for the fall of 1978 totaled 36, having a racial composition of 52.8% black and 47.2% white.

Other Race Recruitment

Other race recruitment efforts have followed, and even extended beyond those outlined in the Desegregation Plan. Due to the fact that the "other race" enrollment has fallen somewhat short of the established goal, extra recruitment efforts to attract "other race" enrollees have been employed. Among these efforts are the following: (1) a white recruiter is employed in the recruitment office; (2) creatively designed pamphlets, brochures, and posters depicting an integrated student body have been printed, displayed, and distributed; (3) an informative slide/tape presentation has been developed and shown on recruiting trips and other occasions; (4) predominantly white high schools and colleges are included in recruiting visitations; (5) oral presentations emphasize the availability of "other race" funds; and (6) students interested in desegregation funds are given an extra reminder to indicate this on their UMES financial aid applications.

In addition to the ongoing efforts carried out by the recruitment staff, many committees and organizations on the campus join forces with community organizations in bringing a vast variety of activities to the campus for the public. These community events are usually free of charge and are highly publicized by the University Relations Officer. One of the purposes of joint sponsorship of campus activities is to offer expanded exposure of the UMES campus and its physical facilities. Workshops and seminars are often held for campus, community and outside groups. Notices of such functions receive local publicity via radio, television, and newspaper announcements, as well as by flyers and posters. Consistent with the planning and execution of these activities is the special effort to attract "other race" participation.

Retention Programs

The Center for Basic and Communicative Skills is one of the major programs designed to assist in the retention of students who need instructional assistance in the basic skills of reading, writing, and mathematics. Although the thrust of the Center's program has been directed toward providing academic support to freshman students, any registered student make use of the Center's services.

The Center's staff consists of a reading specialist, a writing specialist, a mathematics specialist, 15 student tutors, an academic counselor, and a director. Throughout the semester there are regularly scheduled classes in the three skills areas. In addition, the specialists provide individualized instruction on a one-to-one basis. The Center has a wide variety of materials and equipment available for student and faculty use. It is located in the modern Student Development Center with classrooms acoustically and physically designed to be conducive to study.

A second phase of the Center's program is directed toward a specific group of freshmen who are admitted to the university with low SAT scores and/or low high school grades but who show potential and a sincere desire to undertake higher education. This special phase of the Center's activities is called the Academic Development Program (ADP). Continued follow-up with regular classroom instructors and individual student tutors are found in the ADP plan.

All of the aforementioned activities are directed toward providing all academic support services possible in order to reduce the attrition rate for UMES students, and to upgrade the students' basic skills proficiency level. Some other activities which are designed to improve the quality of campus life for students are as follows: (1) free tickets to cultural events, (2) trips to off-campus cultural and general enrichment centers, (3) exposure to a wide variety of first-hand interviews with renown personalities through the Visiting Scholars program and the noon-time lecture series, (4) counseling, as needed, provided by a professional psychologist and counselors in the Campus Counseling Center, (5) campus newspaper, (6) department, committee, residence halls, and commuter newsletters, (7) athletic program, (8) intramural programs, and (9) a vast array of student and/or faculty-developed campus and community activities. All of the activities are planned with "other race" students and carry with them a vast spectrum of cross-cultural involvement.

No special efforts are directed toward "other race" students in an academic sense. If we find a student needing more than the regular amount of academic support services generally prescribed, he will be given special attention and assistance--regardless of his race. In terms of counseling, however, special efforts are made to provide an environment where the students are made to feel at ease in an atmosphere in which they are in the minority. The emphasis in the Center for Basic and Communicative Skills has been on the universal acquisition of skills that transcends all races, colors, or creeds.

Of the 1,057 undergraduate students enrolled at UMES in Fall of 1978, percentages of the total of those not returning for the Spring by categories of ethnic origin are as follows: 66.8% black, 27.6% white, 0.5% Hispanic, 0.5% Indian-American, and 4.6% foreign. Statistics for new enrollees, students enrolled in the Spring of 1979 and not enrolled in the Fall of 1978, are as follows: 55.0% black, 38% white, 2.0% Indian-American, and 5.0% foreign. This translates into net retention rates (in percentages) of 89.4%, 88.2%, and 85.7% for black, white, and foreign ethnic categories, respectively, while that for the undergraduate student body was 89.2%

FINANCIAL AID

Financial aid funds are administered through the UMES Financial Aid Office. This aid is available for any student who demonstrates financial need and makes application for same. Regretfully, the funds available for financial assistance do not meet the needs of the applicants. This is due to the large number of low-income students who are enrolled. Eighty-two percent of our undergraduate student body received some financial aid. This includes grants, loans, scholarships, and work study programs.

The financial aid available includes:

1. Basic Educational Opportunity Grant - Federal Government and Department of Health, Education and Welfare
2. Supplemental Educational Opportunity Grant - Federal Government and Department of Health, Education and Welfare
3. College Workstudy Program - Federal Government and Department of Health, Education and Welfare
4. Guaranteed Student Loan Program - State and Federal Government
5. Workship Program - State Funded Work/Scholarships
6. National Direct Student Loan - Federal Government, Department of HEW
7. Grant-in-Aid Program - State funded tuition scholarship
8. John T. Williams Loan Fund - privately funded
9. Wesley Foundation Student Loan Fund - Wesley Foundation
10. Sara and Rose Walt Scholarship - privately funded

11. Ralston Purina and Showell Fund - privately funded scholarship

12. Maryland State Scholarships - State of Maryland Scholarship Board

    a. General State
    b. State Student Incentive Grant
    c. Senatorial Scholarship
    d. Delegate Scholarship
    e. War Orphans Grant

13. Ella Fitzgerald Scholarship Fund - privately funded

14. Aetna Life & Casualty Insurance Scholarship privately funded

Often the criteria for eligibility of the private scholarships and loans are such that UMES students are rarely recipients of this type of financial aid.

Special efforts are being made to increase alumni and community support in the UMES Scholarship Fund.

Desegregation funds are available to students based upon need. The availability of such funds has been instrumental in attracting other race enrollees, thereby furthering our desegregation efforts. Students in the high schools have been apprised of the availability of desegregation grants during the high school visitations and recruitment endeavors.

Severe financial strains have been experienced in UMES' attempt to provide aid to enrollees and applicants. The rising cost of living and general educational costs have resulted in many students unfortunately bearing the brunt of this economic strain. UMES' administrative and academic councils have unanimously agreed to support the resolution recently developed by the State Board for Higher Education regarding employing means to reduce the rising costs of textbooks. UMES does whatever it can to reduce undue financial hardships on students without diminishing the quality of education.

EMPLOYMENT COMPOSITION

The University of Maryland, Eastern Shore maintains a policy of equal employment. The University's policies are consistent with pertinent federal and state laws and regulations on non-discrimination regarding race, color, religion, age, national origin, sex, handicap, or political affiliation.

Recruitment, hiring, and the retention of a racially representative staff have been successful in all areas of employment.

The racial profile of UMES employees as of fall 1978 is as follows:

Executive/Administrative/Managerial - 21 persons

15 or 71.4% Black
6 or 28.6% White

Full-time Faculty (Teaching & Research Combined - 76 persons

35 or 46.0% Black
30 or 39.5% White
11 or 14.5% Other

(a) Full-time Faculty (Teaching, primary responsibility) - 71 persons

35 or 49.3% Black
27 or 38.0% White
9 or 12.7% Other

(b) Full-time Faculty (Research, primary responsibility) - 5 persons

3 or 60.0% White
2 or 40.0% Other

Part-time Faculty - 10 persons

6 or 60% Black
4 or 40% White

Professional Non-Faculty - 38 persons

18 or 47.4% Black
17 or 44.7% White
3 or 7.9% Other

Classified - 134 persons

95 or 70.9% Black
37 or 27.6% White
2 or 1.5% Other

Numerous avenues are utilized in efforts to recruit other race faculty. The UMES Visiting Scholars Program is another program which helps us attain our desegregation goals through the attraction of scholars and other professionals of all races to conduct workshops, conferences, and seminars, and who often become interested in serving as faculty members.

In-service training programs for all staff on various levels are implemented. Continued in-service training programs are being developed for UMES personnel. Provisions are also made for employees to advance their formal education through tuition reduction and release-time for classes.

ADMINISTRATIVE COORDINATION

The UMES segment of the Desegregation Plan continues to be administered and monitored by the Administrative and Academic Councils and the UMES Senate. Both the Councils and the Senate are organized and meet monthly (with call meetings taking place as necessary).

The Academic Council is composed of academic administrators and department heads; the Administrative Council is composed of vice chancellors, assistant vice chancellors, and directors of major campus units. The responsibility of the execution of the Councils' duties is carried out by the Chancellor. The UMES Senate is composed of members who are duly elected by the five constituencies of the campus: (1) administrative, (2) faculty, (3) professional staff, (4) students, and (5) classified personnel.

With regard to the monitoring of desegregation activities, both the Administrative and Academic Councils and the UMES Senate regularly carry out this responsibility; however, the Human Relations Officer is responsible for the day-to-day general supervision and monitoring of these activities.

INTERINSTITUTION COOPERATION BETWEEN SSC AND UMES

Efforts toward effective program cooperation between UMES and SSC continue to be pursued. In Fall Semester 1978, twenty-nine (29) UMES students enrolled in courses at SSC, generating 282 credit hours. For the same period, nine SSC students enrolled at UMES for a total of forty (40) credit hours. Forty-three (43) students from UMES enrolled at SSC in Spring Semester 1979 generating 326 credit hours, while eighteen (18) SSC students enrolled at UMES for sixty-nine (69) credit hours.

The practice of interlibrary loan and reciprocity in student use of library resources and facilities remains in effect. Students and faculty from either institution have access to the library resources of the other.

The University of Maryland, Eastern Shore continues to explore ways of enhancing the cooperative relationship with SSC. Such cooperation is vital to our efforts toward desegregation as well as the institutional thrust toward greater efficiency and increased quality of programs.

APPENDICES

LIST OF APPENDICES

A. Other Race Grant Allocations

B. Criteria/Guidelines for Other Race Grant Program

C. Minority/Other Race Internship Assignments for 1978-79

D. Summary of Minority/Other Intern Final Reports

E. Coordinators for Other Race Grant Program

F. Coordinators for Minority/Other Race Internship Program

APPENDIX A

Other Race Grant Program
for Graduate and Professional School Students

Allocations

	FY 1978	FY 1979
Institution	Initial Allocation	Initial Allocation
Bowie State College	$ 6,000	$ 10,000
Coppin State College	6,000	8,000
Frostburg State College	6,000	6,000
Salisbury State College	8,000	12,000
Towson State University	10,000	15,000
University of Baltimore	8,000	15,000
University of Maryland-Baltimore City	16,000	24,000
University of Maryland-Baltimore County	6,000	9,000
University of Maryland-College Park	42,000	69,000
Morgan State University	12,000	12,000

A total of $120,000 was allocated for distribution to first-time, full-time graduate and first professional degree students.

APPENDIX B

STATE BOARD FOR HIGHER EDUCATION
16 Francis Street
Annapolis, Maryland 21401

Other Race Grant Program for Graduate and Professional School Students

Criteria/Guidelines

Each institution should observe the criteria/guidelines which were developed by the institution or segment board at the request of the State Board for Higher Education for administration of the program. If not included in the institutional or segment criteria/guidelines, the following must be observed in order to meet commitments made by the Board to obtain funding for the program, and also for consistency in the awarding and administration of the grant funds.

A. Eligibility

1. Other race graduate or professional school students. Other race is defined as blacks at predominantly white institutions and whites at predominantly black institutions.

2. Students who are U.S. citizens and meet the institution's Maryland State Residency requirements.

3. Students who are first-time enrollees at the institution and plan full-time studies as defined by the institution.

4. Students who meet institutional admissions and,

   a. institutional financial need requirements; or

   b. students who have domonstrated high scholastic ability in their undergraduate education. To be eligible for an award based on scholastic ability, a Master's student must have earned a Cumulative Grade Point Average of 3.0 (or a B average) in his/her undergraduate studies. A Doctoral student receiving an award based on merit should be in good academic standing as defined by the institution.

5. In the event there are no other race, first-time, full-time students, who are otherwise eligible to receive grants, these grants should be awarded to other race first-time, part-time students without regard to a minimum credit hour requirement. Awards to first-time, part-time students should be a last resort!

6. An other race student who was a first-time enrollee in the Fall semester and did not receive an Other Race Grant for Fall, may be considered for assistance in the Spring semester.

B. Amount of Awards per Student

1. These grants are not to be construed as fellowships and therefore should not exceed tuition, fees, or other direct educational costs to the student.

2. In the event institutions provide remission of tuition and fees from their own funds, the Other Race Grant may be used as the matching fund. Use of Other Race Grants as a matching fund should be the last resort!

3. The amount of the maximum award to be made under this program is to be determined by the institution; however, Other Race Grant awards should be in keeping with the amounts of other awards made by the college or university.

C. Continuity

1. Unless otherwise stated in criteria/guidelines for your institution, the grant funds may be renewable upon reapplication by the student, and acceptance by the institution.

2. In the event students receiving Other Race Grants do not continue their studies during the next Fiscal Year, these funds should be reallocated to new first-time, full-time students. In the event students withdraw from an institution before the end of a semester, the institution should follow its payment schedule for reallocation of these funds to new first-time, full-time students.

3. A student who received an Other Race Grant and found it necessary to withdraw from his/her studies, other than for academic failure, may reapply for an Other Race Grant upon returning to the institution. Other Race Grants may be reawarded to such students when the program coordinator at the institution feels there was sufficient reason for the withdrawal. The institution must inform the State Board for Higher Education when awarding a grant to students who have withdrawn from school.

D. Use of Other Race Grants

Other Race Grants can be used for direct educational costs. The definition "direct educational costs" as recommended by the College Scholastic Service of the College Entrance Examination Board, and generally used by higher education institutions, reflects the total cost of attending college and may include such items as: Tuition - Fees; Room - Board; Books - Supplies; Transportation; Clothing, Laundry, Cleaning.

APPENDIX C

1978-79 Internship Assignments

Intern	Race	Degree Pursued	Home Institution	Internship Placement Site
Akerele, Ola	B	MBA	Morgan State	UMAB
Bulow, Rose	B	Ph.D.	UMCP	UMBC
DeSantis, Ellen	W	MS	Morgan State	Bowie State
Flippen, EveLynn	B	M.Ed.	Coppin State	Towson State
Griffin, Joyce A.	B	M.A.	Morgan State	University of Baltimore
Johnson, Attrue	B	M.Ed.	Bowie State	Chesapeake CC
Lehner, John	W	M.A.	Morgan State	Bowie State
Moran, Dolores	W	MS	U of Balt.	Morgan State
Scales, Evelyn	B	Ph.D.	UMCP	UMBC
Shuford, Betty	W	Ph.D.	UMCP	Morgan State
Stanback, Sandra	B		UMCP	UMAB/Catonsville
Thomas, John	O	M.Ed.	Coppin State	Dundalk CC
Yorke, Michael	B	M.Ed.	Bowie State	Chesapeake CC
Walton, Edward	B	Ph.D.	UMCP	Towson State

APPENDIX D

Summary of Minority/Other Race Intern Final Reports

Near the completion of the internship experience, each intern submits a report which summarizes and evaluates the program. For the Fiscal Year 1979, there were fourteen interns. The following is a summary of their individual reports. The home institution of the intern appears in parentheses behind the name.

OLA AKERELE (Morgan State University) - As an intern at the University of Maryland-Baltimore City, Mr. Akerele served as a Special Assistant to the Director of the Division of Special Services. In this assignment he had opportunities to serve as an administrator, management analyst, and statistician. During the course of the internship, Mr. Akerele worked with the Purchasing Department as well as the Police Department. A major part of the intern's duty was keeping monthly records of the activities of the Purchasing Department of the four University campuses and making a summary report at the end of June. The experience provided the intern with a comprehensive view of the activities of a college and university business office.

ROSE BULOW (University of Maryland-College Park) - Ms. Bulow was assigned as an intern to the University of Maryland-Baltimore County. Ms. Bulow performed a variety of administrative, teaching, and research assignments. Since her internship was in the Department of Education, a major portion of her time was spent in research pertaining to public opinion on competency-based instruction and testing programs in the United States. She also attended professional meetings, and served as a guest lecturer for a graduate course in educational administration. This intern felt that her experience was highly beneficial to her in achieving personal and academic goals.

ELLEN DE SANTIS (Morgan State University) - As an intern at Bowie State College, Ms. DeSantis experienced a wide variety of duties in the area of continuing education. A primary responsibility was to provide "follow through" on special workshops in continuing education and to assist in registration and other activities attendant to the workshops. Her work with continuing education brought her in contact with many persons throughout the state. These contacts involved people who were interested in Bowie's continuing education offerings. The intern felt that the internship was profitable, however, she recommended that a way be found to provide additional fringe benefits to the interns.

EVELYNN FLIPPEN (Coppin State College) - Ms. Flippen was placed at Towson State University as a Coordinator of Services for the Handicapped. As the coordinator of services for the handicapped, she devleoped a program which involved the blind, deaf, wheelchair bound, and severely disabled students. The purpose of the program was to assist handicapped students to become integrated into the campus community. Ms. Flippen worked on University committees interested in identifying the architectural barriers on the campus and removing these so that greater accessibility to the handicapped resulted. She stated that the experience at Towson gave her the opportunity to test professional skills and to develop competency and self-confidence.

JOYCE A. GRIFFIN (Morgan State University) - Ms. Griffin was engaged as a Research Associate in the Sociology Department of the University of Baltimore. Working with residents of Baltimore, Ms. Griffin directed an interesting oral history project which is studying the history of the city between 1900 and 1950. In addition to the oral history project, the intern assisted in recruitment activities for the Sociology Department. Activities in this area included monthly contacts with community college faculty, writing news releases, and assisting in the production of graphic materials. The intern felt that the experience has provided insight into the operation of the academic world and also afforded opportunities to refine and polish research skills.

ATTRUE JOHNSON (Bowie State College) - Ms. Johnson was assigned as an intern to Chesapeake Community College as a counselor. She performed diverse duties which included advisement, personal counseling, recruitment, teaching an orientation class, and participating in community activities. Ms. Johnson made a major contribution to the community and the College in the area of recruitment of minority students. She felt that the internship experience enriched her personal life and contributed to her professional career growth. Most rewarding for her was the opportunity to foster positive human relations.

JOHN LEHNER (Morgan State University) - Mr. Lehner was assigned to the College of Continuing Education at Bowie State College where his primary duties were concerned with the extension and satellite centers associated with the program. As an intern, Mr. Lehner counselled with students already enrolled and tried to develop new programs and attract new students. One day a week Mr. Lehner spent time at a satellite center on a nearby military base where he was available for information concerning courses, degree requirements, and transfer problems. Much time was spent in handling general staff and administrative problems related to the Bowie-Industry Cluster Program. The intern felt that the experience was a mixture of fulfillment and frustration (because of some administrative problems not of his own making). However, the experience did contribute to the realization of personal and career goals.

DOLORES MORAN (University of Baltimore) - Ms. Moran worked in the Department of Art at Morgan State University as an administrative assistant. In this assignment, Ms. Moran assisted in the formation of an art consortium involving several private art galleries and Baltimore institutions of higher education. Other duties involved writing a proposal for funding of the consortium, administering the slide collection of the department, developing sections of an accreditation report, ordering books for the library, writing for the University Newsletter, and supervising several student workers. Ms. Moran also taught two courses to assist during an emergency situation at the University. Ms. Moran stated that participation in the program provided insight into the needs of minority students. She believes the program is beneficial and should be continued.

EVELYN SCALES (University of Maryland-College Park) - Ms. Scales was employed as an intern in the Center for Educational Research and Development at the UMBC campus. As a doctoral candidate in Early Childhood Education, Ms. Scales engaged in activities with agencies related to this interest. Among those contacted were: Library of Congress, National Institutes of Health, and the National Institutute of Education. Ms. Scales reported that, in addition to providing useful experiences in research, the internship experience has increased her understanding of issues, problems, and needs in the field of early childhood education.

BETTY SHUFORD (University of Maryland) - Ms. Shuford was assigned as an intern in the English Department at Morgan State University. Her primary responsibility included the teaching of courses in composition for freshmen and for students who needed remedial instruction. Ms. Shuford also assisted a faculty member with a research study on invention within the writing process. Other duties included some individual tutorial assistance, academic counseling, and occasional academic advisement. Ms.

Shuford stated the experience presented unique challenges and special satisfactions. It was a rewarding year for her.

SAUNDRA V. STANBACK (University of Maryland-College Park) - Ms. Stanback was assigned originally to the University of Maryland-Baltimore City and later was re-assigned to Catonsville Community College in the area of broadcasting and media. In the assignment, the intern reported that she was free to develop her own ideas and was provided a multi-faceted exposure to broadcast-media technology.

JOHN L. THOMAS (Coppin State College) - Mr. Thomas was assigned to the Dundalk Community College where he worked in the "Single Step Program", a program for handicapped adults. Mr. Thomas worked as an administrator, vocational counselor, instructor, and rehabilitation specialist. As a counselor, he oriented the student to the world of work and provided job referrals, career information, and helped with personal problems. In his role as a rehabilitation specialist, he contacted city, state and federal agencies with regard to job placement and job development for the handicapped. Mr. Thomas reported that the internship experience helped him to become familiar with the state legislature and the laws relating to rehabilitation and affirmative action. His experience enlarged his perspective on the rehabilitation movement in the State, and to some extent, in the nation.

MICHAEL A. YORKE (Bowie State College) - Mr. Yorke served as a counselor at Chesapeake College. He reported that his primary responsibility in the internship assignemnt was to serve as a minority outreach coordinator. In this role he met with local community leaders and groups to acquaint them with the resources of Chesapeake College and to foster communications between the College and the minority community. In addition to working with the community, Mr. Yorke served on campus as a counselor, taught "Discovery" and College orientation and occasionally lectured to various classes in Psychology. The internship was judged to be valuable to Mr. Yorke and helpful to the minority community of the Chesapeake College area.

EDWARD D. WALTON (University of Maryland-College Park) - Mr. Walton, a doctoral candidate at the University of Maryland did his internship at Towson State University in the Department of Chemistry. Mr. Walton was primarily an instructor in the department with a full teaching load. His classes were comprised of science and non-science majors. In addition to the full range of classroom duties, the intern participated in several seminars at the University of Maryland and seminars sponsored by the American Chemical Society and the National Science Foundation. The intern secured several guest speakers for his classes and provided other enrichment activities to motivate the students. According to Mr. Walton, his experience was rewarding and has contributed to his development as a teacher of science.

APPENDIX E

STATE BOARD FOR HIGHER EDUCATION

OTHER RACE GRANT PROGRAM FOR GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

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APPENDIX F

STATE BOARD FOR HIGHER EDUCATION

MINORITY/OTHER RACE INTERNSHIP PROGRAM
FOR GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

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